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Proceedings of Second Annual Conference of Occupational Education Guidance Personnel.

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Descriptors - *Conferences, Curriculum Development, *Vocational Counseling, *Vocational Education

This conference report includes major papers on occupational and vocational education. The papers were originally presented as starting points for panel discussions. They cover the following areas: (1) potential pitfalls for counselors in occupational education; (2) the expectations vocational education holds for counselors; (3) the coordination and development of the curriculum; (4) the challenge of placement; (5) occupational education and higher education; (6) guidance growth in Georgia occupational education; and (7) the preparation of occupational education teachers. (IM)

THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Bureau of Guidance
Albany, New York 12224

To : Staff Interested in Guidance Services in Occupational Education

From : James W. Moore, Chief, Bureau of Guidance

Subject: Proceedings of Second Annual Conference of Occupational Education Guidance Personnel

The attached report of this important conference includes four major papers by personnel in the areas of guidance vis-a-vis occupational or vocational education. Three agenda panels on curriculum, placement, and relationships of occupational programs with higher education were suggested by local counselor representatives at a Bureau planning meeting in early August, 1967.

Single copies are available from Burton Thelander, Supervisor, Bureau of Guidance.

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THE UNIVERSITY OF THE STATE OF NEW YORK
The State Education Department
Bureau of Guidance
Albany, New York 12224

Second Annual Conference
OCCUPATIONAL EDUCATION GUIDANCE PERSONNEL
SHERATON INN TOWNE MOTOR INN
November 14-16, 1967

Tuesday, November 14

10:00 A. M. Conference Planning Committee
Chairmen & Recorders meet - Empire Room

10 - 1:30 Registration - Lobby
Registrars - Donald Foreman & Larry Pederson

1:30 **Opening Plenary Session**

GREETINGS & CONFERENCE RATIONALE
Philip B. Langworthy
Robert S. Seckendorf
James W. Moore, Chairman

2:00 **Plenary Session II**

POTENTIAL PITFALLS & POSTERIOR FALLS FOR COUNSELORS IN OCCUPATIONAL EDUCATION
Hubert W. Houghton
Ivan Miller, Chairman
Stanley Zimmerman, Recorder

2:45 Discussion Groups
(Coffee Available)

Rooms
Sheraton
Capitol
State

3:30 Groups reconvene in Empire Room
Reaction & Questions

4:00 **Organizing for Action I**

Distribution of Questionnaire on Future Organizational Plans

5:00 Social Hour - Sheraton Room

Evening - Open

Space will be available Tuesday & Wednesday evenings for interest groups to meet upon request.
Positions and addresses of program personnel will be found in the roster.
All Plenary Sessions meet in Empire Room (Lower Level); some will be video-taped as Department equipment is available.

Wednesday, November 15

9:00 A. M. **Plenary Session III**

THE EXPECTATIONS VOCATIONAL EDUCATION HOLDS FOR COUNSELORS
- Kenneth B. Hoyt
- Burton Thelander, Chairman
- Clesson Cook, Recorder

10:15 Coffee Break

10:45 **Plenary Session IV**

THE CURRICULUM: ITS DEVELOPMENT & COORDINATION
- G. Earl Hay
- Alexander Modderno
- George Merkley, Chairman
- Gerald Crump, Recorder

12:00 Lunch - Open

1:30 **Plenary Session V**

THE CHALLENGE OF PLACEMENT
- Gwendolyn Leaphaart
- Harry Nickowitz
- Ronald Carlson
- Larry Pederson, Chairman
- Martin Munson, Recorder

2:15 Discussion Groups

3:00 Coffee Break

3:30 **Plenary Session VI**

OCCUPATIONAL EDUCATION & HIGHER EDUCATION
- John Henderson
- Donald Jones
- Donald Foreman, Chairman
- Max Thomas, Recorder

Dinner - Open

7:30 **Plenary Session VII**

GUIDANCE GROWTH IN GEORGIA OCCUPATIONAL EDUCATION
- James E. Bottoms
- Richard S. Weiner, Chairman
- James Davies, Recorder

Consultation with Education Department Staff may be arranged before 7:30 P. M.

Thursday, November 16

9:00 A. M.	Plenary Session VIII THE PREPARATION OF OCCUPATIONAL EDUCATION TEACHERS: THEIR UNDERSTANDING OF GUIDANCE SERVICES Gordon McMahon Gwendolyn G. Ripp, Chairman Fred Champagne, Recorder
10:00	Coffee Break
10:30	Organizing for Action II Report on Analysis of Questionnaire Results and Discussion Arnold Amell Thomas Smolinski
12:00	Adjournment

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Bureau of Guidance
Albany 12224

Second Annual Conference
OCCUPATIONAL EDUCATION GUIDANCE PERSONNEL
Sheraton Inn Towne Motor Inn
Albany
November 14-16, 1967

PROGRAM PARTICIPANTS

Arnold Amell, Guidance Coordinator, Linton High School, Schenectady
James E. Bottoms, Director, Vocation Guidance Services, State of Georgia
Ronald Carlson, Guidance Coordinator, Rockland County BOCES
Fred Champagne, Guidance Coordinator, Washington County Center
Clesson Cook, Guidance Coordinator, Steuben-Schuyler Center
Gerald Crump, Guidance Coordinator, South West St. Lawrence County Center
James Davies, Guidance Coordinator, Lewis A. Wilson Technology Center
Donald Foreman, Guidance Coordinator, Allegany County Center
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Potential Pitfalls and Posterior Falls for Counselors in Occupational Education

Dr. Hubert W. Houghton
Professor of Education
State University College at Brockport
Brockport, New York

My remarks today generally are focused upon counselors in occupational education. Specifically, they are directed toward guidance personnel in Area Occupational Centers in New York State. In both instances, they are to alert such personnel as to potential pitfalls and posterior falls - the former leading to the latter - which represents an embarrassed, powerless proneness which one might not easily overcome.

Upon what evidence will my remarks today be based? They will be based on the literature, but particularly upon attendance at the National Seminar on Vocational Guidance, sponsored by the American Vocational Association and the American Personnel and Guidance Association with both their Executive Directors and representatives of vocational and counselor education of all states in attendance from August 20-25 at the University of Missouri. I shall also rely heavily on some returns from a recently distributed questionnaire and upon on-site visits and interviews at seven Area Occupational Centers - for which I shall use henceforth the initials, AOC - and here I should go on record that it was my privilege to interview and be given much time from the busy schedules of both AOC Directors and guidance personnel, whom I found extremely, dedicated and committed people. While not always in agreement on certain principles, generally they worked efficiently and cooperatively in what constituted often a team approach.

Pitfall "1" may be entitled the "neither fish nor fowl" dilemma. This has no flounder or sucker or chicken connotations. Rather, it's "what's in a name?" or "who or what are AOC guidance personnel?" Are they men for all seasons and situations? Is their first name, Jack, and their last name, All-Trades? A pitfall, of course, can lead to the more serious posterior fall.

The literature and list first supplied to me labelled Area Occupational Center guidance personnel as Occupational Guidance Directors. In on-site visitations, I learned that both the titles, director and coordinator, were used, with not only implications for, but actual involvement in administrative activities. The title, "counselor" also appeared frequently. Sometimes, the same individual was a director on or to the outside, but a counselor to the inside - and so labelled himself to AOC students. Center guidance personnel told me in interview regarding administration that they were the "good arm" of the AOC overall director, that they were his "helper", that they really "give direction and guidance to counselors in the area", that they had no other staff members although one or more counselors might be or were in the process of being employed, and that the "home school counselors know that we are integral parts of their guidance programs and that we work as one large guidance department." Interviews and the literature also indicated that these personnel in several centers were either holding individual conferences with all, new, prospective, and withdrawing students or counseling individual students on future educational and vocational plans, personal-social problems, underachievement, failure, maladjustment and handicap.

Barring the facts that director, coordinator and synonymous titles carry prestige and status reflected perhaps remuneratively, that the originally planned position of curriculum coordinator did not materialize, that exigencies of time required many AOC personnel initially to perform duties foreign to their areas, that counseling should be available to AOC students and that educators generally complicate simplicity, what are the dangers of confusion and interchangeability in AOC guidance personnel titles?

Historically, in the guidance movement, we have the unfortunate examples of the authoritarian or disciplinary dean of men or women, the vice principal-counselor combination and the teacher-counselor (and this does not deny the necessary but proper role of the teacher in the guidance program). Students were perplexed by these individuals whose hats turned one way denoted mandate and command and the other way, permissiveness. We have the example of guidance personnel who were given or assumed non-guidance functions and now can not lose them or do not want to lose them for status or security reasons, as previously mentioned. Researchwise, it has never been demonstrated that administrators and counselors have completely similar attributes and competencies nor that their particular positions require such commality. In interview, AOC guidance personnel have told me the administrative connotation or inference of their title permits flexibility and and adaptability to various situations encountered and that such status helps in contacts with advisory committees and dialogue with local industrial and union leaders. In later breaths, some of these same individuals have confessed to inability to go to a desired meeting due to only administration being invited and to liaison difficulties with feeder schools who do not realize that AOC guidance personnel are just "supplemental counselors" in spite of the often verbalized statement that their center is just another classroom or extension of or auxiliary agency to the home school building. I hear also that a few (fortunately) guidance personnel learn that the tasks they perform - even non-guidance ones - are part of an unofficial, tuition-free intership necessary for bigger and better administrative positions. Thus, duties are performed involving registration, scheduling, attendance, programming, discipline and student government.

How is the pitfall avoided? Let the appropriate title be used with appropriate functions through dialogue and discussion of guidance personnel with superiors, preferably at the time of employment. Written job descriptions are perfectly in order. If certain functions are to be phased out with the employment of additional guidance, other or related personnel, let this be clear and let there be job descriptions for new personnel. Be wary of the statement that guidance functions are dictated by the needs of the particular students in a particular center and substitute the credo that the particular students and needs may require more emphasis upon certain guidance services, but they are all present. Projected enrollments predicate need for both directors and counselors, but let it be clear who is who and what responsibilities are his. Then, let your image be a consistent one and known similarly to Center, feeder schools, community and regional area.

Pitfall "2", in a way, is another role confusion - again, it is the counselor but pitted against his public relations responsibilities. His "P.R." or public relations is much more significant to him than his "C.R." or counselor ratio. Or, maybe, "he does protest too much". Both administrators and guidance personnel have classified this function among the most important, if not the most important duty of the occupational guidance director. For this reason, administrators state that guidance personnel must be personable, gregarious, able to sell and to be diplomatically persistent, able to meet people in groups and get them excited - to use their terms - and that some have sought as primary qualification those with public speaking and dramatics background. Remember that one definition of a diplomat is one who can tell you where to go in such a way that you look forward to going there. Before discussing the counselor as "P.R. man", let me say that I understand the relative newness of the centers and their programs and the need for the AIC personnel to make speeches, attend meetings, prepare explanatory brochures and publications, make slides and filmstrips, arrange tours and open houses and publicize by various media. I can understand that a P.R. agressiveness is frequently needed to penetrate the order of town and gown, the spit and whittle clubs, the league of powder room specialists and the legion of boiler room gripers, as one writer puts it. If we ape progressive education, which made infancy as interesting to infants as adultery to adults, one can be really aggressive in vocational education as another writer has stated.

My concern here again is whether certain attributes of the public relations man, just as certain ones of the administrator, may not be detrimental to the counselor, the counselee and the guidance program in an occupational center setting. Aggressiveness and the "hard sell" can definitely be distasteful to feeder school counselors, some of whom have an adverse, incomplete image of vocational education knowledgeably and relatively painlessly removed. On, their response may well be to extend the dumping ground area for poor students to the center, an accusation both just and unjust with which they have been confronted over the years. Area occupational guidance directors are presently complaining in some locales that in assemblies, they present the center to a previously selected, low intelligence group of students.

A P.R. man in counselor's clothing can do inestimable damage to students. In his avidness to "sell" the center, to show a satisfactory and increasing enrollment, students may enter whose only qualification is interest and may enter areas of training where they in no wise belong. One counselor speaks of the 5 week floater who changes courses 3 times, but justifies this as exploration. A counselor states that certain students will never become beauticians, but they should not be excluded if they can not be placed. They have found something they like and something not existing in the home school and they will have a better taste for education. This can be argued. The freedom of the center may be falsely touted. Some AOC counselors have confessed to the time spent with AOC counselees to inoculate them with reality. This has meant among other things the removal of the Horatio Alger idea that they can do all, the dispelling of the idea that only college kids have to compete (in fact, they may have to compete more and in some instances, with college kids), and the realization that they do not do something new at the center every day, that they may have to do the same job daily on several cars, and that they must dress properly, whether it be high heels, ties, safetyglasses or helmets involved. While some students work with foresters in conservation courses, they learn eventually how many openings require professional workers and passing of Civil Service Examinations, which they can neither be nor pass. It was pointed out at the University of Missouri conference that training for jobs without access to advancement and responsibility and that offering blind-alley employment and obsolescing trades to youngsters in a dynamic technological society is to exchange one kind of subservience and dependence for another. Hansen, sociologist, defining at the University of Missouri conference "alienation" as being in a situation where experiences are not related to the subjective self, claimed that work alienation can arise from meaningless, odious jobs, so that we can encourage this by non-selective criteria in an AOC.

How do we avoid this pitfall, with posterior pitfall proclivities? It may mean that aggressive public relations activities are delegated to others than the counselor. It may mean provision of realistic information on center courses and activities to all potential students - from elementary to lower high school grades - and hopefully, all of them. It may mean more stringent selection and admission procedures and early individual interviews at the center. It may mean finding new occupational opportunities and outlets for training received. Above all, it means non-confusion of public relations and coordinative or liaison activities with feeder schools.

The third pitfall concerns guidance personnel as vocational guidance specialists, as almost special, specialized specialists. AOC guidance personnel who were interviewed implied some differences from other counselors. AOC counselors, they say generally, have an intense desire to work with non-college bound students, should have had vocational and vocational education experience, should be especially knowledgeable in identifying and assisting vocational education students and should be extremely adept in occupational information. Some AOC counselors indicate that they have little function or little time to function in initial selection and appropriate assignment of AOC students and place reliance on the home school counselor for such work. The AOC student is quite different from other pupils, they say - "If he has interest and wants to succeed, his past record and experiences are thrown out; the student is accepted as he is; teachers do not pre-judge him; he comes completely new, he makes a new record, he can make it here, he finds something he wants in school." Along with this interpretation comes the generalized inference of a disinterest in this student in the academic or comprehensive high school and a definite stereotype of their counselors as largely female, college oriented and informationally devoid apart for the educational scene. The student's spirit there is mostly cloudy and continued cold. Emphasis is upon AOC counselees "walking tall", upon work attitudinal counseling, and upon supply of current vocational information. While I acknowledge the vocational aspects of guidance and its lack in the training and repertoire of many counselors, to emphasize them to the minimization or exclusion of the educational and personal-social aspects of guidance is to be as guilty as those accused of being solely academically oriented. It is to be as guilty of segmenting or compartmentalizing the child. The Center student must be understood as an individual - not as generally an unsuccessful, disinterested home school inhabitant - and such understanding requires study of his past behavior and experiences. Counselors must have an awareness of what goes on in an individual, how he relates to society, how he changes, how he lives in his social context. In fact, at the National Seminar for Vocational Guidance, it was suggested that the counselor may have a socio-personal function and may have to help job-bound youth who lack not content, but adaptive skills, especially in personal and situations on the job. While the Seminar did recognize the vocational counselor as a "bridger" who assists counselees to cross over into work lives and roles by drawing together, synthesizing in interesting and exciting fashion and bringing information of vocational nature into the school system, it also pointed out that new counseling techniques and combinations may be needed in counseling, that there might be less emphasis on the one-to-one relationship and more use of computer oriented techniques permitting both audio and visual images such as California's VIEW, that psychometric data might be used directly with the client rather than through the counselor as interpreter, and that counselors must be more current with skill needs and the labor market, but not just localized and particularized information.

How do we eliminate this pitfall? The AOC counselor may emphasize the vocational aspects of guidance, but does not overspecialize. Like other counselors, he practices the guidance services of individual inventory and appraisal, orientation and articulation, educational and vocational planning, educational and occupational placement and followup. He does not stereotype students in the AOC setting or counselors outside the setting. Above all, he really engages with the home school counselor in team counseling of each student, although there may be actual geographic separation but telephones and mail communication are supplemented. Trite as it may sound, he counsels the whole child. He understands that his education as a counselor is never terminal, that he must engage in inservice and upgrading activities and that he must share ideas, materials, activities and problems with his fellow AOC guidance personnel, such as possibly through the proposed new organization, G.I.V.E., not only most appropriate as an acronym, but meaning Guidance in Vocational Education.

In summary then, the three pitfalls really center about certain roles of guidance personnel and the compatability of these roles with guidance services in an occupational center. If the guidance functionary is really a counselor, despite his title, which in one instance has caused the dilemma, can he function effectively as a quasi-administrator, as a public relations man and as a vocational guidance specialist? Or, should he be relieved of such associations and affiliations? Or can he be? Or, if certain aspects of these roles must by necessity be part of his function, can he be alert and aware to perform them in such a way so that they are beneficial rather than detrimental to his operation, that is, in short, so that they do not become pitfalls and posterior falls.

Potential Pitfalls and Posterior Falls for Counselors in Occupational Education

by Hubert W. Houghton

Discussion Session

Question - Are Area Center Counselors Administrative Directors or Counselors?

Answer - Dr. Houghton said Amen to this question meaning that the present role of an area center counselor could more closely be described if given the title Administrative Director.

Question - Should area center counselors or home school counselors select the students for center programs?

Answer - There should be a team approach to the selection and admission of center students. Home school and center counselors should admit students to center programs through joint decisions.

Student home school problems can best be handled by home school counselors, likewise area center student problems can best be handled by the center counselor. However, there are dangers to be aware of, if a sharp split approach, leads to specialized counseling. Example - A counselor that would only do vocational counseling and and completely neglect a student's problem if that of an academic nature.

Question - How should Vocational Guidance be promoted?

Answer - A) Make sure the true picture of vocational guidance is given to all persons connected with the center program.
1. How may this be done?
    A) Interest meetings with school staff should be used to develop an understanding of vocational guidance and counseling which should include the philosophy, tools, skills, methods, goals and informational sources used by counselors.
    B) The center teachers can deal very effectively with students' social and occupational problems. Counselors should devote time for working with these teachers toward meeting these student needs.

Question - Would you have any comments on the concepts of career planning and occupational choice?

Answer - A) In preparation for counseling, all counselors should understand the theory of vocational choice.
B) There should be a very strong 8th, 9th, and 10th grade occupational orientation program for all students.
C) The area center counselors immediate concern is with presenting the current center program to all students in the home schools.

Other Comments -

Area Center counselors wear many hats - however this may only be a temporary condition which is very necessary in the early stages of the area center program. But no matter what the hat we are first of all counselors.

Counselors will have to counsel with students that have discipline problems but should never be put into the position of administering the discipline.

One of the most important duties of a center counselor, is to constantly pursue the goals of vocational guidance.

Submitted by

Stanley E. Zimmerman

The Challenge of Vocational Education to Guidance

Kenneth B. Hoyt
Professor of Education
University of Iowa

Introduction

It is time both vocational educators and guidance counselors take a long and hard look at themselves and at each other. This dual examination, if it is to be beneficial, must be accomplished from the perspective of those to be served by guidance and vocational education. It must not occur from the standpoint of selfish or personal interests on the part of either guidance or vocational education personnel. The needs of those to be served by vocational education are large and becoming larger all the time. They are based on several factors including: (1) Increasing cultural anxiety about uncertainty of the future growing out of recognition of rapidity of societal change; (2) Increasing recognition of demand for skills and utilization of skills at higher and higher levels of competence; and, (3) Increasing recognition of multiple opportunities for choice facing each individual in these times. Meeting these needs will take the very best which both guidance and vocational education have to offer. It will demand that we both become better than we are today. It will certainly require that we work cooperatively together.

If we are to work cooperatively, it is imperative that we come to some mutual agreement regarding our current perceptions of ourselves and our functions. It is my intent to present here my perceptions regarding answers to four questions related to the challenge of vocational education to guidance. These questions are: (1) Why has vocational education given support to guidance? (2) What does vocational education expect from guidance? (3) Why haven't the expectations of vocational education been fully met by guidance? and, (4) What must be done now to better meet the challenge of vocational education to guidance?

As I attempt to consider these four questions, I am under no illusion that either guidance or vocational education personnel will agree with me. It is not important that they do. It is important that some starting point for resolving differences in perception be found. If these answers can fulfill that purpose, I will be more than satisfied.

Why Has Vocational Education Supported The Guidance Movement?

There is no more basic point to begin than by asking, why has vocational education supported the guidance movement? In attempting to formulate an answer to this question, it is important that we think in terms of the movements - the vocational education movement and the guidance movement - not about vocational educators and guidance counselors. That is, we must think above and beyond the personal motivations of either and concentrate our attention on the professional rationale for this support.

It is important to recognize that vocational education came into being in American education in response to a demand that educational opportunities take individual student differences into account. If all the children of all the people deserve an education through at least Grade 12, it is obvious that the same education is not equally appropriate for all. It is equally important to note that vocational education, as part of American secondary education, came into being at a point in time when the concept of elective courses in addition to required courses was being championed as an essential educational ingredient. Vocational education has never tried to operate in American education as a required part of the curriculum of all secondary age youth. To understand why vocational education has supported guidance demands that we begin with this kind of basic recognition of facts which are familiar to all of us.

It is an unfortunate truism that the truly significant role of vocational education as part of American education has never been understood operationally by the majority of teachers and administrators in American secondary schools. During the period between 1917 and 1938, vocational education was trying to implement a congressional mandate which was essentially resisted by many other parts of the professional education community. Vocational education was not perceived as an opportunity for students to choose as much as it was perceived as a place for educators to choose for "dumping" students who could not succeed in the academic curriculum. As a consequence, it was not so often regarded by students as something they "chose" as it was something they "settled for". The net result was that vocational education, instead of being viewed as an educational opportunity, was being seen as an educational solution for the problem of what to do with students who persisted in their attempts to learn in spite of being rejected by the so-called "academic" faculty. Students weren't choosing vocational education - they were being "sentenced" to what was regarded as a "second class" curriculum because they were judged to be "second class" students.

Vocational educators recognized that they could not effectively meet the congressional mandates contained in the Smith-Hughes Act under such arrangements. They saw the guidance movement as one part of education which might better help them do so. They reasoned that counselors, if they believe what they say, are equally interested in all students in the school and, if that is true, counselors should be interested in joining with vocational educators in better meeting the needs of students for whom vocational education courses could be considered appropriate. It was, then, a very logical set of reasons related to what vocational educators considered a reasonable way of helping them better meet their educational responsibilities which culminated in provisions for Occupational Information and Guidance contained in the 1938 version of the George-Deen Act. There is no doubt but what their motivation was, in part, personal - that is, a perceived way of helping vocational educators do a better job.

Neither is there any doubt but what the motivations of the vocational education movement ran much deeper than any thoughts of the personal needs of vocational educators. These motivations had, at their base, a concern for what was happening to a large segment of youth attending American secondary schools. Too many youth for whom vocational education might represent a logical choice were failing to choose vocational education. It is of vital importance to note that these youth were not *rejecting* vocational education so much as they were not given a bonafide opportunity to *consider* it. Students who were enrolled in vocational education had, in far too many instances, no good knowledge of why they were there other than a general feeling that they had been rejected as unfit for the "best" part of the school. This was grossly unfair both to the students in vocational education and to other students in the school who had not really considered choosing vocational education. The basic reason why vocational education has supported guidance lies in this concern of vocational educators for the well-being of it's students and prospective students. It is a highly valid reason and one which all guidance personnel should support and applaud. This reason continues today as the basic rationale behind our need to work together.

There are some who will contend that the basic motivations of vocational educators have not been so noble as I have pictured them. Such persons - including some counselors - will say that vocational educators want the assistance of guidance personnel for purposes of "selling" vocational education to prospective students - of "recruiting" students for vocational education classes. I am sure there are some vocational educators who think in such a shallow and narrow manner. I am equally confident that such thinking did not in the past and does not today lie behind the efforts of the vocational education movement to work cooperatively with the guidance movement. It is important that counselors and vocational educators at the local level either agree on the set of reasons for working together I have outlined here or arrive at some other set of reasons they can both support.

What Does Vocational Education Expect From Guidance?

How do vocational educators expect counselors to work with them in accomplishing the kinds of objectives just outlined? What do they expect counselors to do? counselor educator, I have devoted many conversational hours in attempting to find answers to these questions from vocational educators. While the words used to describe expectations vary considerably, the following set of expectations represents those which I seem to be hearing most clearly and most often.

First, vocational educators expect counselors to support the concept of the key role of public school vocational education in our society. Counselors, of all educators in the school, should certainly understand and appreciate the necessity of providing broadened educational opportunities for students. Similarly, counselors should be among those most aware of the critical need for skill training facing both youth and adults in our society at the present time. Most important, counselors should be eminently aware of current attempts to provide vocational training outside the framework of public education which are primarily based on assumptions of societal rather than individual need. Never has public school vocational education been needed more. Never has public school vocational education needed greater support from other educators. Vocational educators have felt justified in expecting counselors to support such concepts of need as specified here.

Second, vocational educators have expected counselors to assist them in their attempts to have vocational education pictured positively by students, other faculty members, and the general public. They have consistently hoped that counselors will add their voice to that of vocational educators in attempts to help vocational education courses be viewed as positively as any other part of the school curriculum. They have hoped that counselors would resist attempts to "rank order" courses in the total curriculum on any absolute standard of worth and support the concept that the "best" courses for any given individual are those which are most appropriate for meeting his needs. Additionally, they have hoped that counselors would oppose the kind of shallow thinking which leads some to believe the "best" teachers are those who make things most difficult for student and that counselors would support the concept of differential abilities rather than a single unitary concept of ability pictured as ability to master verbal and quantitative content. Since these concepts are generally consistent with certain basic principles of guidance, vocational educators have felt justified in believing that counselors should both voice these concepts themselves and support vocational educators who speak in such terms.

Third, vocational educators have expected counselors to acquire some substantive knowledge regarding both vocational education and occupations for which vocational educators prepare workers. It was this expectation which led to the title of the first guidance branch established in the United States Office of Education. This branch was originally called the "Occupational Information and Guidance Branch". One of the intended functions of the Branch was to engage in and stimulate others to engage in increasing counselor knowledge regarding vocational education opportunities and occupations towards which vocational education students might aim. It was recognized at that time that many counselors, since they came from the college setting and had both their training and experience in settings other than vocational education, were largely uninformed in both of these areas. Vocational educators felt that, if counselors were to help students decide whether or not they should enter vocational education, it was important that the counselor not be totally ignorant of what vocational education is like. They felt that, when vocational education facilities were established, counselors should visit them and become acquainted with their nature and purpose. Similarly, they considered it reasonable to assume that counselors should have some pertinent occupational information to give students considering certain specific occupations. Some, although not all, vocational educators have felt counselors could better perform the vocational guidance function if the counselor himself had some work experience outside of education. By and large, it has not seemed to vocational educators that they were unreasonable in these expectations that counselors attempting to guide students considering vocational education should have some concrete knowledge of that which the students were considering.

Fourth, vocational educators have expected counselors to regard the task of educational and vocational counseling as one of their primary duties and responsibilities in the school. They, like many other educators, have assumed that the two primary reasons why counselors are employed can be thought of as: (1) Helping students both directly and through teachers make choices and decisions which will result in the school being an optimal learning environment for the student; and (2) Helping each student plan something with respect to what he will do when he leaves the school. I have seldom seen vocational educators who profess to know the exact methods and procedures counselors should use in accomplishing these objectives. Similarly, I have seen few who fail to regard these objectives as of basic importance. Vocational educators, perhaps because of the nature of their own background and training, have had difficulty understanding how some of the more therapeutic activities undertaken by some counselors can be as helpful in accomplishing these two objectives as approaches which appear to be more directly aimed at doing so. They have had even more difficulty in understanding how some counselors can say that the task of educational-vocational guidance is not one of their primary duties. They expect topics of course selection, class adjustment, and vocational planning to occupy a considerable portion of the counseling interview and consider this, too, to be a reasonable expectation.

Fifth, vocational educators have expected counselors to be competent in performing the educational-vocational guidance function with students and prospective students of vocational education. They have assumed it quite likely that a different set of guidance tools and perhaps even different counseling procedures would be necessary in working effectively with these students. They have further assumed that counselors and/or the counseling and guidance movement would determine through their own research the instruments, methods, and procedures which produce optimal results with vocational education students. Finally, they have assumed that counselors would test the efficacy of their approaches through conducting careful followup studies of students they have counseled. When these expectations and assumptions are not borne out by what appear to be observable counselor practices, vocational educators tend to feel and express a sense of disappointment.

Sixth, and finally, vocational educators have expected counselors to be interested in and concerned about students in vocational education and students contemplating entry into this area of education. They have had difficulty understanding why most counselors say repeatedly that guidance is for all students while many act in practice as though it were intended primarily for students planning to attend college. They have had even more difficulty understanding why vocational education students are referred to by some counselors as the "non-college bound" - an obviously "second best" term. When they hear counselors say that all honest work is respectable, they find it hard to understand why jobs requiring a college education should be considered by counselors to be more "respectable" than occupations which do not. Many vocational educators understand counselors are busy people, but have difficulty understanding why, when they have to choose which part of their total job must go undone, so many appear to conclude that counseling with vocational education students is picked as the area they must forego. Likewise, vocational educators, perhaps because of their intimate student contacts, often fail to understand why counselors can't take a broader look at the question of educational motivation and work values. It is very obvious to vocational educators that many intellectually able students have educational motivations which differ considerably from those of the liberal arts oriented students. Often, it is their educational motivations which lead them to consider vocational education courses. When counselors regard their task as one of reconstituting these educational motivations so the student will elect to take an academic sequence of courses, many vocational educators feel the student has been effectively deprived of the right to lead his own life. Many feel that to find some intellectually able students who elect to enter such occupations as auto mechanic, electronics technician, or machinist would not, in the long run, constitute what could truly be considered a waste of talent. They have considered it reasonable to expect that the counselor would share their feelings in terms of concern for students in this portion of the total student body.

It is obvious that some vocational educators would add other expectations to the six I have discussed. At the same time, I have a strong feeling that, if vocational educators perceived these six expectations as being met, their attitudes towards counselors and towards the guidance movement would be much more positive than currently appears to be the case. Personally, I find none of these expectations unreasonable in a broad sense although I would disagree to a certain extent with some of the specific applications I have cited as examples. I think it is reasonable to assert that the guidance movement should accept these six expectations as reasonable challenges and strive to meet them.

Why Haven't Expectations Been Met?

If these six expectations are reasonably valid ones, it logically follows that questions should be raised concerning why they have not been fully met before now. The major way I would picture as appropriate for answering this question would be to consider another topic - namely, "The Challenge Of Guidance To Vocational Education". Without trying to delve into that topic in detail at this point, perhaps we can still make a beginning with respect to answering this question. What follows here, then, should be regarded as a brief and incomplete answer.

Before launching into a series of explanations with respect to why these expectations have not been met, it seems appropriate to point out that, to some extent, these expectations are being met by counselors in today's schools. There are some schools in which all of these expectations are being fully met. One would be hard pressed to find schools in which none are being satisfied. If vocational educators are less than fully satisfied with counselor efforts, it is not equivalent to saying they are totally dissatisfied. The question, more properly put, then, is "Why haven't these expectations been fully met in all schools?"

If causative factors are to be explored, it seems imperative that we begin

by recognizing many of the basic causes extend beyond things over which either counselors or vocational educators have had much direct control or influence. For example, the term "college" in our culture has taken on almost mystical connotations of a "good thing". There are many parents who are committed to a goal of college attendance for their children to the point where they resist even carefully reasoned attempts to discuss other alternatives. There are many industrial organizations who have written "college education" in their job specifications without any rational basis for doing so. There is a general cultural bias based much more on faith than on facts which tends to make people regard "college" as the ultimately most desirable goal for any person. When counselors have attempted to discuss vocational education opportunities with students, they have sometimes been, in effect, accused by parents and students as being "crusaders against quality". When counselors secure college scholarships for some students, they are often given much credit by a majority of persons in their local community. Counselors, like people in general, would rather receive credit than criticism. In part, the explanation is that simple.

A second reason why these expectations have not been fully met lies in the relative competencies possessed by school counselors. People tend to engage most in activities where they feel they can succeed and to avoid activities in which they perceive a high risk of failure. Both because of their academic background and because of the availability of a wide variety of appropriate appraisal, educational, and occupational tools, counselors are relatively well equipped to meet the counseling and guidance needs of students contemplating college attendance. Because of a lack of background and a relative scarcity of appropriate tools, many counselors feel less than confident with respect to their ability to meet the needs of prospective vocational education students. Under these circumstances, it is not surprising that, when choices must be made with respect to how counselors spend their time, some elect to spend their time in activities where they believe they have the greatest chances of being successful.

A third reason why these expectations have not been fully met in many schools is related to the nature and quality of vocational education being offered students. The report of the President's Panel Of Consultants On Vocational Education which led to the Vocational Education Act of 1963 is a wonderful document which resulted in a law having great potential. One part of that report referred to the current great need for strengthening public school vocational education offerings. The need for realism forces recognition of the fact that this was a very polite and politic way of saying that public school vocational education as it existed had some serious defects. Counselors are not committed to sending students to vocational education classes simply because such classes exist. Vocational educators must earn, not claim, their rights to students. A complete and honest view must, it seems to me, not lay total "blame" for failure to meet expectations of vocational education on persons, events, and organizations outside the field. Vocational education itself must be willing to assume some of the responsibility.

This list of possible explanations could, of course, be greatly expanded. It would not seem appropriate to do so at this point. Rather, it seems rather more important to conclude this discussion by considering some concrete action steps which might now be taken to better ways in which counselors and vocational educators might work together in meeting student needs.

Meeting Challenges Of Vocational Education To Guidance

It is much easier to pose problems than to solve them. Valid solutions to the kinds of problems posed here can be viewed as both simply profound and as profoundly simple. They cannot validly be viewed as easy by anyone. As with the other topics I have considered, my purpose here is to make suggestions which may stimulate other considerations. I make no claim that these suggestions are all-inclusive but only that they seem of key importance to me at the present time.

The first suggestion I would make has to do with what I regard as the absolute necessity for local action. Progress will never come if we wait for somebody called "other people" to accomplish it for us. It is imperative to recognize that our greatest potential lies within ourselves - within each of us. While it is true that none of us as individuals is capable of making big contributions to solution of these problems, it is equally true that each of us is capable of taking some positive actions. The concrete, specific things which both vocational educators and counselors do in the local communities throughout this country will, in the long run, have a far greater effect on the total problem than any general directions taken by either the guidance or the vocational education movements. At the local level, counselors and vocational educators can engage in discussions concerning the nature of the challenges, the constellation of forces in the community contributing to adequacy with which challenges are being met, and one or more positive steps which might be taken to better meet the challenges. We must learn to speak to each other, to listen to each other, and to work togehter at the local level. This implies assumption of a personal responsibility on the part of each of us. Unless such a personal responsibility is assumed, the total problem will never be satisfactorily solved.

Recognizing this necessity for assumption of personal responsibility, let us now turn to broader kinds of action which can be undertaken by our fields - by guidance and by vocational education.

Current actions guidance people should take in meeting challenges of vocational education seem very clear to me. They can be outlined quite simply by listing the following activities: (1) Counselors need to engage in intensive self-examination of their motivations and actions. If they do, it will be obvious that many of the criticisms voiced by vocational educators are valid and well taken. Counselors aren't going to meet these challenges by trying to place the blame on others. While, as we have said, there are other forces at work, it is an undeniable fact that many school counselors have simply failed to accept responsibility for trying to help vocational education students and prospective vocational education students as much as they should. Counselor action can best begin by this kind of painful self-examination.

(2) The guidance movement is in a position where it simply must begin amassing new knowledge at a faster rate than is currently being accomplished. We must develop and test through research appraisal instruments appropriate for use with vocational education students. We must develop new and more dynamic approaches to the problems of educational and occupational information and then apply these new developments to production of a whole new body of information. We must study and research carefully the question of counseling methodology which works best with students who are not highly verbal by nature. There is no point saying the counseling approach should be the same unless we are willing to test such assumptions experimentally. We must engage in a great deal of followup research with students who have gone through vocational education - research in which we try to change attitudes of parents and others in the community by substituting facts for the unfounded biases they now hold.

(3) Once these kinds of new knowledge are accumulated - and even, of course, as theyare being accumulated, we must teach this new knowledge to counselors in training. Counselors haven't known many of these things because they simply haven't been taught. One prerequisite for teaching something is that one has something to teach. I see no point in doing anything but admitting that there is a great challenge facing counselor education to obtain and transmit new information needed by counselors to meet the challenges to better counsel and guide students headed towards vocational education.

(4) Fourth, the guidance movement must continue to strive to increase the number of counselors in the schools of this country. We need more counselors in the secondary schools. At this point, there is a great need for counselors in elementary schools. One of our greatest needsis for bonafide counselors in the area vocational schools at the post high school level being established under the Vocational Education Act of 1963. I think these counselors are essential if the

goals of vocational education are to be fully met.

I could, of course, develop here a companion list of activities which the vocational education field should undertake to help guidance better meet the challenges posed by vocational education. At this point, I would choose to ignore that topic. To consider it adequately would require more time than is available now and to consider it in rough outline would almost surely create false impressions.

Summary

I have attempted in this presentation to give a rationale supporting the necessity for guidance and vocational education to work together in the interest of students, to outline six expectations vocational educators have for counselors, to discuss briefly some broad reasons why these expectations have not been fully met, and, finally, to comment briefly on actions which could be taken at the present time. My purpose has been to present one point of view - namely, mine - in hopes that it will help each of you develop a better point of view - namely yours.

Discussion Following Dr. Hoyt's Presentation

Question: What are your views on the ability of the high I.Q. student to make a choice to take Vocational Education?

Answer : They are the most capable. We must make known to all youngsters all choices open to them. Students are not rejecting Vocational Education, they are not being given the opportunity to choose it.

Question: Are vocational students lost to college?

Answer : Absolutely not - neither are college students to vocational. The college graduate goes into a vocation, 40% of college students never reach their junior year and 50% never graduate. These people must turn to Vocational Education. A fault of counselors - once a student mentions college, the counseling then becomes admissions procedure, not occupational counseling.

Question: Comment on the High School counselor who claims he is limited to college counseling because of pressures from administration and parents.

Answer : This is true - they are, but should do something about it. Counselors are too much like people - they had rather get credit than criticism, therefore, yield to the pressure. Counselors must suggest and defend changes in the direction of counseling.

The child should not go to college because an insurance policy was taken out at his birth. The child should, and must have this choice.

Counselors must recognize the totality of their job, then have the guts to do it, regardless of the criticism.

Question: Reflect on the policy of the National and State Education Department. Literature always placing emphasis, either directly or indirectly on the values of college. Never indicating any value of Vocational Training.

Answer : Very true, the materials are misleading and incomplete. There is a great need for a vast and complete change in them. Facts and figures on what happens to the vocational graduate are needed. Research in this area is greatly needed.

Submitted by: Clesson Cook

The Area Center Curriculum:

Its Development and Coordination

By Earl Hay

Supervisor - Vocational Curriculum

Presented as a part of a panel at the Second Annual
Conference of Occupational Guidance Personnel
November 15, 1967

I do not need to spend time reviewing the growth of Area Centers with you people. You represent evidence of this growth in occupational education in the years since FVEA 1963.

Dr. Seckendorf's office reports that 54 area programs and four of the Big Six city programs have had long-range plans approved since February 1965. Almost the entire State has now, or soon will have, access to quality occupational educational programs operated on an area basis.

After four or five years of struggle the legislature finally made it possible for Boards of Cooperative Educational Services to move more swiftly away from the rented facilities, where ever they might be available, into facilities planned for a well-designed, well-thought-out pattern of instruction to best prepare the youth and adults of the area for entry into gainful employment.

May I remind you as guidance counselors, for whatever influence you have in your program, that buildings were meant to house programs. This means that programs should not be trimmed and squeezed to fit the facility or equipment available. The new building provisions in the law should allow for the design of a flexible program, and then for the design of a facility equally flexible to fit the program.

But I didn't come here to talk to you about building. I came to discuss with you some of the concerns we have for the Area Center curriculum and its direction.

All too frequently, in my humble estimation, the cart has been placed before the horse in organizing area programs.

One of the first concerns of the area board, after the multi-county studies to determine the need or interest in occupational education, was the selection and appointment of the Director of the program. His duties were, and still are, mountainous. It was his job to get things started, to plan a program to satisfy the minimum requirements for funding, to find facilities to house the courses or programs selected, and to secure equipment. He also had the problem of recruiting and, in some cases, training teachers. This has proved to be more than a full time administrative job in most cases, involving as it did all the liaison work between the district superintendent's office, the various central or city boards of education, and the State Education Department.

Almost every program review as it was held here in Albany identified the position of the guidance coordinator as the second member who was needed on the area management staff. One obvious responsibility for such a coordinator is the identification and selection of students who could profit from this new program of occupational education.

It would appear that somewhere along the line the instructional program was a bit loosely organized to fit the community to be served.

In some cases it has appeared that the past program which had been offered in one of the small city component schools was transferred to new quarters to make it accessible to more students and adopted, "as is". All too frequently the pattern seemed to be developed as an image of what was working in the next community.

These questions were apparently asked:

- What do we have in existence now? . What can we adapt to the new facility?
- What do we need to add in the program to fill requirements?
  - Do we have an agriculture course?
  - Do we have a business or distrubutive education course?
  - Do we have a home economics course?
  - Do we have a health course?
  - How many trade courses should we include besides automechanics and cosmetology?

As programs came in for review, hopefully to be blessed as "approvable", we often wondered just how well the program as proposed really represented the changing needs of the learners in the area to be served.

Changing is the only real way to characterize curriculum. It can not be static. There must be a built-in flexibility so that it can be adapted.

Possibly I should pause here to debate whose responsibility it is to deal with curriculum. From all I can determine very few Area Centers have seen fit to employ a curriculum coordinator. Some have appointed an assistant director or some other person to be responsible for many of the administrative details and to have some responsibility for curriculum.

May I report here that my understanding of Department policy and feeling would advocate the designation of one person for each and every Area Center or city program to be responsible for occupational curriculum and its development and coordination.

During any interim period before the third staff slot can be filled, I am not going to be foolish enough to suggest which one of the people now available should carry this load. I am simply interested in what the curriculum function is. The determination of who shall do it should remain a local decision. The fact remains that the job must be done if programs are to prosper, if youth are to be served, and if adults are to get their fair share of attention.

I would call your attention to the fact that the results of the ad hoc committee on administrative certification has effected a revision of requirements which specify the qualification for Instructional Administrator-Curriculum as well as Instructional Administrator-Principal, which is where the area director of occupational education seems to fall.

These requirements were approved by the Board of Regents in the spring of 1966 and become mandatory for certification as of September 1, 1969. Copies of these amendments are available from the Division of Teacher Certification. Requirements for those engaged in pupil personnel work are specifically excluded from these amendments.

DEVELOPING CURRICULUM PATTERNS

Quickly, what about the developing pattern of curriculum?

In agriculture there should be increased stress or awareness of the off-farm areas of employment. And while Ag business, conservation, ornamental horticulture, and other offerings were enumerated in the 88-210 bill, they were not meant to become course titles, but broadened fields of concern.

Business education should reflect the new impact of electronic data storage and retrieval. Distribution programs have to be on a broader base than soft goods merchangising in department stores.

Home economics courses are being adapted to provide for entry level occupations in the personal and commercial service fields for workers functioning under the proper supervision.

Health occupations programs should be provided at all levels from aides to technicians.

Trade curriculum should be reflecting broad families of occupations within industry rather than narrowly circumscribed skilled trade programs for the selected few. They should allow for all levels of occupations from the simple operative, through the semiskilled and skilled, to the technical. It is important here to recognize that not every young man interested in automobiles is interested in, or capable of being, a skilled auto mechanic. We should recognize that people can be happy and productive in a variety of jobs pertaining to the automobile from the level of car jockey and car washer, through component replacer in muffler and brake shops, the specialist in service areas of carburetor and auto electrical, the general mechanic, the diagnostician and shop foreman, to the research and design technician. It should become increasingly possible to get off the elevator at any stage the youth becomes employable and to get back on when the need becomes apparent for retraining or upgrading.

The major thrust in occupational curriculum in the future as outlined by the Department will be:

- Programs for youth with special needs for the 25% of the students never served before by occupational education
- Programs for adults for the retraining and upgrading necessitated by job obsolescence and shifts in economic structure
- Urban education and program for the large cities

It is increasingly important to be aware of the rapid change in the educational process. With the explosion of knowledge it is important to assess the place of the learning of facts in our school program.

- Facts lead to understandings
- Understandings help form generalizations
- Generalizations help form concepts
- Concepts are the basis for making decisions and planning courses of action

That is, Facts - Understandings - Generalizations - Concepts

The curriculum in vocational as well as general education must be designed to bring the student more into the reassessing, exploring, discovering process; to reason for himself (to the best of his ability), to inquire, and to discover.

Teachers need to become less concerned with "covering" the subject and let it become a matter of students "uncovering" more for themselves.

I do not feel here that I am losing sight of the need for skills sufficiently well learned to do the job. I believe that this "how and why" makes things more relevant to the leaner so that he is better prepared to assume a position requiring a higher sophistication of skills than his entry job, or to see how his acquired skills can be adapted to a changing occupational picture. In short, he is better prepared to face up to the future.

THE CURRICULUM COORDINATOR

May I outline some of the prime responsibilities I see for a person assigned to curriculum. A person is needed with the necessary preparation to know the total school program, both occupational and general. He must be one who can rise above his own previous bias and look at the benefits to be derived by kids; one who can keep the programs at the sending school and at the area school in proper alignment; one who can convince people that even the most perfect diamond only reflects its maximum brilliance when its many facets mutually reflect their proper cut; one able to relate the occupational curriculum to the total program.

This person should have time to carefully study and assess the changing occupational pattern in the community.

Is it a crime for a person with these responsibilities to be doing nothing but thinking or listening at times? Must he always be filling out some form, writing some letter, talking with some student, parent, or teacher? Or is there a place for blue-sky dreaming?

This person should be able:

- To work with teachers to help them implement some of their collective ideas
- To plan local courses of study adapting the State program to fit the situation
- To develop courses or programs to fit different ability levels
- To assess innovative ideas for solving new problems and to develop demonstration programs for evaluating such ideas
- To assemble all the curriculum resources available and assist the teachers in using them effectively. He should not become a librarian, film orderer, or AV specialist but an interpreter of media.
- To relate curriculum to the proper selection of equipment, facilities, and supplies to reflect the changing world of work. For example, is advanced machine shop going from a 9-inch lathe to a 13-inch lathe or is it the exposure to the explosion forming process, powdered metals forming, electronic discharge machining and other new developments in the metals industry?
- To communicate with the public and convene committees to evaluate existing programs and assist in redeveloping them
- To follow the performance of graduates, not to see if they are employed in the field of training, but to evaluate the training received and make program determinations from this.

He also needs:

- To relate to statewide and national advances in curriculum in all subject areas. For example, how does the new Regents Physics and the new General Physics relate to the needs of students in a program?

- To know intimately the program being offered in the two-year colleges and to coordinate the area program with it.
- To be aware of the several cooperative educational programs as a capstone to the educational process at the area center.

I could list several more things that he should have time and capacity for. I do not propose to write the job specificiations for this person. This is the responsibility of the appointing board whether it is the BOCES board or the City board.

I would point out here only the great need for a person on every Area or City Staff with these broad development responsibilities and capabilities.

The development plans of the Department for the State are following the general directions I have outlined.

CURRICULUM DEVELOPMENT

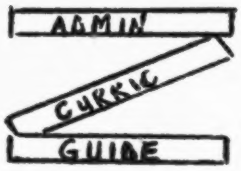
The need for curriculum materials is too great to ever easily overcome the existing deficiency at the State level. There were 17 curriculum projects conducted this last summer. Nevertheless, there must be concentrated effort and money expended at the local level to develop material for local use. I think here I can most effectively quote Dr. Crewson when he held one of his "Cracker-barrel" sessions, when he said "For heaven's sake, don't spend a lot of time doing something worse than we have done." I believe he is saying here adapt and innovate.

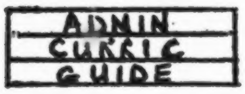
The person responsible for curriculum is identified as a change agent, not as a maintainer of the status quo. As such a change agent he should be interested in the Strategies for Educational Change which Deputy Commissioner Nyquist promoted in one of his recent presentations. He said, "Those engaged in the process of accelerating educational change are concerned with four needs:

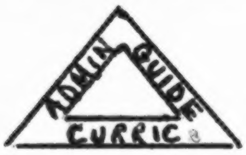
1. The need to reduce the gap in time between the discovery of a good idea and when it is given practical effect in the field.
2. The elimination of duplication and the unnecessary competition in research effort.
3. The need to intensify research in the teaching and learning process and its administration.
4. The need to bring together related discipline in coordinated research effort on the basis that today the best and newest ideas come from the interplay and friction between various disciplines, from the interfaces where these subjects border on each other.

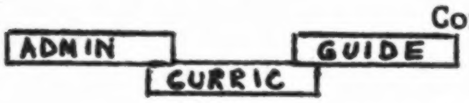
Key concepts in all of this are: the innovator, as agent of change; the institutionalization of change; the engineering of consent; the management of innovation; and bringing about a favorable ecology (or climate) for research and experimentation."

May I suggest some generalizations which can be drawn concerning the middle management team of director, curriculum coordinator, and guidance coordinator as they assume responsibility for facilities, programs, and students respectively.

- 

Misalignment can create a fence or obstacle to any further development
- 

Aligned they form a laminate or supporting function
- 

Interconnected they form a structure with a degree of rigidity and stability
- 

Connected they can extend the reach of the learner
- But in any case we have to be sure we do not measure up short

Alexander Modderno

Assistant to the Director

THE CURRICULUM: Its Development and Coordination

Any presentation regarding courses and curriculum will usually stir up some controversy and result in many questions being asked. These questions I am sure will be posed to the members of the panel this morning. More importantly, I sincerely hope that questions regarding curriculum will always be asked, introspectively. For curriculum to constantly improve, persons involved in curriculum development must ask questions, must be concerned and must make full utilization of the personnel and resources that can assist in this continual task.

In this modern age of change, this is more graphically true when one is dealing with curriculum content that involves industry and technology. This, we do in the area centers of occupational education.

This presentation will attempt to cover two basic points from the periphery of the area center curriculum coordinator. The first part will deal with the developmental phase and the second will deal with continual coordination. For the sake of clarity and simplicity of presentation we will define curriculum as in Webster's Collegiate as follows: the whole body of courses offered in an educational institution, or by a department thereof.

Probably the first question to be asked in the development of a course or courses leading to a curriculum should be -- is there a need?

Let us list the sources from which the need may be initiated and various agencies or officials that would corroborate this need.

Sources which may request curriculum in a specific area:

1. Local industries ranging from large packaging corporations to individually owned private businesses.
2. Local unions and institutes.

3. Local chambers of commerce or departments of commerce which are aware of local growth and change.
4. Sources other than local, such as an established county-wide, state-wide or even national need that effects a major part of the total economy.

These are four major sources from which a need for a program originates. Corroboration can be obtained through local and regional offices of the Department of Labor, in many instances through the statistical information provided by the local public agencies plus industry and labor and the State Education Department.

Once the need has been established and documented, one of the first steps is to establish a working craft committee in the curriculum area being proposed. General guidelines in establishing this committee include:

a. Advisement as to possible craft committee members from the industry advisory board which is a functioning part of the area center.
b. The choice of leaders in the particular industry who will not only participate, but will give added prestige to the center, in total.
c. Choosing as much of a cross section of the entire industry as is possible. For example: one member from the service area, another from management, another from sales, et cetera.
d. Keep in mind the need for placement in the field upon completion.
e. Initial communication with the various agencies of the State Education Department keeping in mind that they will provide valuable assistance and help establish guidelines. In

practically every instance regional supervisors will attend developmental meetings and provide existing curricula materials, if available. This is not meant to be facetious, but many new courses are being developed daily for which only limited curricula material is available. Mr. Hay's department is one of the most active and important in SED.

Once available data and materials have been collected and studied, the natural next step would be to call a meeting of the committee. I must note that the literature pertaining to the skill area should be perused prior to the meeting. Curriculum personnel must understand and feel the industry rapport. The meeting should move along the following guidelines:

1. Re-establish the need for the program.
2. Discuss and list industry needs in terms of skills needed. (An outline that has been previously prepared is an excellent starting point. Curriculum that has already been developed should be on hand.)
3. Develop equipment and material lists based on S.E.D. recommended class sizes.
4. Discuss and carefully profile the student requirements, both physical and otherwise.
5. Establish a continuing employment potential that extends over a period of years. This includes such things as licensing, average wages, possible apprenticeships, etc.
6. Assign refinements of the above to committee members with a target date.

The agenda of this and subsequent meetings will vary but the most important first step towards successful programs is to establish a healthy cooperative working rapport within the committee. The result should be a concern on the part of each person for the success of the program.

At this point, the curriculum coordinator has the unique and sometimes lonely responsibility of developing workable curriculum in an occupational area. To provide a program of study and training that is suited to the youngsters needs, now requires an exceptional skill. A single course with a specific objective is not a curriculum. Curriculum is a sequence of courses or a combination of courses that will make the students potential for success in his chosen field that much greater. It should provide for both vertical growth and horizontal growth. The heterogeneity of the students we serve and the wide range of employable skills in any given field point out the wisdom in doing this. Although it is extremely difficult and sometimes vertually impossible, the area center curriculum should reinforce or more naturally, be reinforced, by the home school curriculum. For example: trade theory that involves mathematical computations in depth should be offered concurrent with the math course in the home school or subsequent to the home school offering.

Curriculum, wherever and whenever possible, should make the program available to tenth, eleventh and twelfth year students. For many years, the very rigidity of the course offerings mandated an occupational choice at the tenth year. A two or three year curriculum developed around certain guidelines would make occupational education available during any time block from the 10th to 12th year. The first year would provide a course that would sequentially be the basic preparation for a more advanced second year, yet it would incorporate in its content an employable skill at the end of the first year. The second year would incorporate the learning of advanced skills that be geared towards employment on a higher skill level and also maintain a segmential growth to a third year, post secondary training or collegiate education. In making this occupational choice available, one can visualize a tenth year student taking a three year program in an occupational area, an eleventh year student taking two years of the three year curriculum and acquiring an employable skill. One can also see a senior taking one year of the curriculum which in many instances will lead to institute and community college continuation. This could be done in all the skill areas, such as Agriculture, Business Education, T & I, etc. This is merely one way of providing a curriculum that has flexibility yet does not lose quality. This is one way of truly making occupational education available to all our high school youth.

A new and exciting challenge is in evidence for the vocational educator. In making occupational education available to all of our youth, the curriculum coordinator is challenged with the development of occupational curriculum for the exceptional child or handicapped youth. The real work that has been done with our less fortunate youth has been absolutely fantastic. In slightly more than a decade the educator of our exceptional children has raised his sights from simple training for self-care to training for the world of work. He must be commended. Realistically, he is the first to admit he does not understand the world of work and its needs. Trade shops are new to him and he is asking for our help. He is asking the vocational educator to help him develop curriculum so that they can better prepare their youngsters for adulthood and the world of work. This is where the curriculum coordinator is truly challenged with a curriculum of learning for the whole person. It is exciting and challenging.

For many years curriculum has been developed for adult education. The S.E.D. is, at present, doing a tremendous job of curriculum development in this area and in the secondary area.

The development of new programs to meet other special needs has mandated that the curriculum coordinator understand, not only the occupational necessities of his work, but also the basic, remedial and social requirements that must be a functional part of the total curriculum.

The continual coordination of curriculum development is based on the promise of continual change. My introductory paragraph emphasized question and change.

That first meeting with one craft committee was the beginning of a life time of industrial association as a continual developmental process. Occupational trends must continually be analyzed to meet present and projected needs. Meetings with industry and labor, the chambers of commerce, the community colleges are continually directed towards curriculum improvement--which is not undertraining, not overtraining but meeting both the needs of our youth and our economy as economically as possible.

Mr. Hay pointed out what he feels are necessary qualities for the curriculum coordinator. I need not elaborate on them but wholeheartedly agree that the curriculum coordinator must be all these and possibly more. Outside of the teacher, who is the communicator of knowledge in constant and daily rapport with the student, it is difficult for me to think of a more important function than that of the curriculum coordinator.

Who that person is and where he is in the administrative or supervisory team, I will not presume to say. But, that he know his job and know it well I must say. We all care about all of our youth.

QUESTIONS:

1. What should be done with 7th and 8th graders who become enrolled in our programs at the age of 16 or more?

   Answer: Area Occupational Centers should provide an opportunity to help the potential dropout. Programs should be developed for these special student needs.

2. For what A.O.C. courses can regents credit be granted?

   Answer: Regents credit may be granted for group II and III electives such as Business, Home Ec., and Agriculture. Equivalency of regents granted in trade courses.

3. How may regents credit be granted for courses not presently approved as regents courses?

   Answer: Send courses of study for the courses wanting approval to Albany; not all courses, just the special courses for which approval has not been made. Instructor can make up exams for special courses and these would be used for regents credit. The exams would be subject to call by the Bureau as are any regents exams.

4. What has been the experience of A.O.C.'s in working with unions?

   Answer: The cooperation between the Union and the A.O.C. vary from region to region. In some areas Vocational students are given Builders Awards and even apprenticeship credit. It depends on the particular unions and the Area Centers involved because no established policies have been set.

THE CHALLENGE OF PLACEMENT

Potential Cooperative School-Agency Efforts Towards Meeting the Job Aspirations of Pupils in Occupational Education

By Gwendolyn Leapheart
Employment Consultant
State Department of Labor

Placement should always be a challenge to the vocational counselor because it is the culmination of joint planning by the counselor and the counselee for his entrance into the world of work. This is the reality testing of all of the problem-solving and decisions made in planning for his vocational future. To achieve the goal of preparing students with skills and knowledge needed to secure employment and achieve success, there must be coordination between agencies that have a major responsibility in the field of manpower development.

Through our Cooperative Programs in the High Schools and the Manpower Development Training Programs, we have recognized the values of working together for counseling and placing youth. At the same time, we also realize the increasing responsibilities placed on counselors in both agencies, in expanding duties and increased caseloads. This calls for careful planning in utilization of counselor time and efforts.

In the Employment Service we can consider your counselors in an enviable position for the wealth of information that you have available to aid you in placement:

1. Ratings on attitudes, working habits, skills, quantity and quality of work, and interpersonal relations.
2. Medical Information.
3. Tests Scores.
4. Opportunities to observe students in a simulated working condition.
5. Conferences with parents to influence their role in the vocational

development of youth.

You also have a "captive" audience so you can expose youth to the world of work by some of the programs you have initiated such as:

1. Group guidance and discussion.
2. Films and literature on occupations.
3. Plant and agency tours.
4. Newsletters.
5. Placement in part-time and summer jobs related to vocational plans and aid in personal development.

In the Employment Service we have developed skills and techniques in the placement of youth. The placement of youth has always been an important part of our job as a manpower agency, though our Youth Services Department was only established two years ago. This Department was created to meet the increasing problem of placing entry workers, to combat the high unemployment rate of our youth.

Youth Opportunity Centers were established in nine metropolitan centers. In these Centers we have extensive programs in:

1. Job Development for Youth.
2. Referral to special youth programs such as Neighborhood Youth Corps, Job Corps, M.D.T.A., O.J.T., Apprenticeship and Special Demonstration and Experimental Programs to increase the employability of youth.
3. Through the Bureau of Employment Security we have developed new films on occupations in retail trades, health careers, M.D.T.A. Training and Job Corps.
4. In some Centers we have Group Counseling conducted by counselors trained in a Laboratory Training Program by staff of Teachers College, Columbia University.

5. In some Centers we have counselors available at night and on Saturday to continue counseling for the beginning worker who meets new problems in adjusting to the job or still needs assistance with problems he had prior to placement.

We also continue our regular programs of counseling and placement. Most of you are familiar with our proficiency and G.A.T.B. Tests used in counseling. We still have our placement units which are responsible for employer promotion and contacts, keeping up-to-date information on jobs, industries and occupations, and the basic requirements for entry jobs.

It does seem that we have a great deal to share with each other. On the local levels and state levels we have exchanged publications. There are pilot projects in progress now or in the planning state for the Board of Education and the Employment Service which should benefit all of us:

1. Computerization of occupational information.
2. Occupational briefs for demand occupations.
3. Training of your counselors to administer and interpret G.A.T.B. scores.

I am sure that on the local levels there will be even more opportunities for coordination of:

1. Planning for job development for youth to avoid unnecessary overlapping and competition for the same employers.
2. Coordination of follow-up and research on the placement of youth.

3. Increased communications in exchange of labor market and occupational information.
4. Pooling of resources and personnel to prepare counselees for the world of work.

Industry is growing, new markets are being created, youth must be prepared to meet the challenge - this then becomes our major responsibility - our challenge.

THE CHALLENGE OF PLACEMENT - (APPRENTICESHIP TRAINING)

Presentation made by HARRY S. NICKOWITZ, Supervising Apprentice Training
Representative, N. Y. State Department of Labor, Bureau of Apprentice
Training at the Second Annual Conference
Occupational Education Guidance Personnel
Sheraton Inn Towne Motor Inn
Wednesday, Nov. 15, 1967

THE CHALLENGE OF PLACEMENT - (APPRENTICESHIP TRAINING)

PLACEMENT UNDER NEW REGULATION

The subject of placement is indeed a challenging one particularly as it relates to the field of apprentice training. A new regulation was adopted by the State Legislature relating to the recruitment, selection and registration of apprentices on a nondiscriminatory basis. The Executive Law of September 1964 specifically states that there should be equality of opportunity in all phases of apprenticeship with no discrimination based on race, creed, color, or national origin and that all selection for registered apprenticeship programs shall be made in accordance with objective standards which permit review.

The history of apprenticeship in our country highlights the fact that it has been a "Father and Son" relationship, with very little opportunities open to any group other than those related to the so-called "fraternity or establishment". There has been much clamor to overcome this situation, so much so, that the Federal and State Governments have taken steps to provide equal opportunities for all members of our society to enter the apprenticeship program. There are minimum requirements and an applicant is subsequently rated and ranked with entry being afforded those from the top of the list downward. It should be noted that all applicants have a right in the State of New York to go before the Commission of Human Rights in the event there is any discrimination in the selection of applicants.

Qualifications for entry to an apprenticeship program vary with the industry, the employer, and sometimes the union. In general, the sponsor sets the criteria and agrees to hire in conformance with the existing laws pertaining to equal rights. In programs where there are more than five (5) apprentices, a recruitment period of at least thirty (30) is required.

THE CHALLENGE OF PLACEMENT (Cont.)

The Guidance Counselor's Role

It has been said that guidance people express their success in terms of the number of students they can get into the colleges. More and more we who are directly involved in apprenticeship training are attempting to show the importance of directing some of the students and particularly the vocationally oriented ones into the apprenticeable trades. It would be well to understand that success can be achieved in other than the academic world and it is our responsibility to help all, regardless of the individual's scholastic achievements.

In this regard, in order to achieve success, stress has to be made on such basic items as dress, personality, appearance, the ability to fill out an application properly, courtesy, cooperation, and hard work. There is no easy way to success and hard work is perhaps the key to justifying the State University's slogan, "Let Each Become All He Is Capable Of Being". Basically, the role of the Guidance Counselor is to orient the students to general minimum requirements of the apprentice training and the opportunities available in the recognized skilled crafts.

The average person on the street could hardly give us a good definition of apprentice, and it is rare indeed when even guidance counselors in the high schools have a knowledgeable understanding of the field of apprentice training. In recent months, I have been calling on the guidance counselors at many of the high schools in the Eastern part of New York State, and have made presentations to a large number of groups of students covering the various aspects of apprenticeship, including definition of an apprentice;

apprenticeship agreement; the new regulation, about which I spoke only a few moments ago; wages of an apprentice; opportunities in Apprenticeship Training; supplemental related classroom instruction; Certificates of Completion; draft deferments; etc. I feel I would be remiss if I didn't briefly touch upon some of these items in order to impart a basic understanding of what Apprenticeship Training is, and the strong impact we feel it is going to have in the not-too-distant future.

DEFINITIONS

An APPRENTICE is generally a young man between the ages of 17 to 26 who works at a particular trade during the regular working hours under the guidance of a journeyman or craftsman, gaining practical experience in doing so. For the theoretical training, the APPRENTICE is required to attend classes of related instruction two evenings a week, when available, for a minimum of 144 hours a year for each year of training, covering such subjects as mathematics, safety, blue-print reading, mechanical drawing, etc. As was pointed out earlier, the trainee is "earning while learning". The wages of an APPRENTICE usually starts out with at least the minimum wage rate in the State, and receives progressive wage increments during each six month period of his training, so that at the end of his training period, whether it be four, five or six years, he receives the journeyman's rate, and during the entire period of his training, receives at least 50% or more of the journeyman's scale.

There are over 200 approved APPRENTICEABLE TRADES in the State of New York, covering the gamut of construction trades, machine shop, printing, service, etc.

DEFINITIONS (Cont.)

An APPRENTICESHIP AGREEMENT is a written agreement drawn up in good faith between the employer and/or Joint Apprenticeship Committee and the employee. The agreement spells out the various phases of the training items to be covered on the job and in the classroom. It is then signed by both the employer and employee.

Apprenticeship Training in industry is governed by the same laws as apply to minimum wage; hours of employment; age; overtime, etc.

The Selective Service System provides for APPRENTICE DEFERMENTS, similar to those granted to college students. The apprentice must be in a program registered with New York State and must have completed one year in any essential industry or six months in a critical occupation.

Each young man when he attains his journeyman status, receives a CERTIFICATE OF COMPLETION attesting to his having attained the practical and theoretical knowledge required in the trade. The certificate is recognized in every state of the Union and could be of value if and when the graduate should seek Civil Service employment. The certificate is considered as valuable as a college diploma and at a recent Eastern Seaboard Apprenticeship Conference, it was stated that an Apprenticeship Training program in some instances was worth $25,000 to a young man.

OPPORTUNITIES IN THE APPRENTICEABLE TRADES

Apprenticeship Training, like a college education, is a stepping stone to a worthwhile objective, particularly if the individual has the desire to extend himself to the limits of his abilities. After four or five years of training, depending upon the trade, the young man could become a craftsman in his chosen field. This entails working on the job under the guidance of a skilled mechanic, and after attending classes of related instruction two evenings a week for a minimum of 144 hours, when such classes are available in the area for the particular trades. As a journeyman or craftsman in the trade, he can aspire to become a work's manager or superintendent on the job, and after he has had some experience as a craftsman and has garnered some financial backing, he can become a contractor or an entrepreneur.

There are also opportunities in the educational field for the craftsman to become an instructor in the apprenticeship classes of related instruction now conducted in a great many of the high schools in the State.

In my twenty years of experience in the Bureau of Apprentice Training, I have seen young men enter the field of apprentice training who have become contractors; have entered the field of teaching; who have become officers of corporations in industry, all as a result of having attained a good basic background in their chosen field of endeavor.

PLACEMENT-EMPLOYMENT IN THE APPRENTICEABLE TRADES

Perhaps one of the most important questions that comes to my attention when talking to young high school students is "How does one get into a program?" There are various methods; the most important being that the prospective applicant visit his local office of the New York State Division of Employment or the trade union office. It should be noted in their recruitment process, all registered programs in the State, with more than five apprentices, must notify the Division of Employment as well as the local Board of Education. A notice must be posted in the Union Hall if there is a Joint Apprenticeship

Committee program and lastly, the District Office of the Bureau of Apprentice Training is notified.

Another obvious method is to have the prospective trainee call on an employer in the particular trade in which he is interested, and finally referrals from relatives or friends who may know of someone in the trade and who can counsel the applicant as to the basic requirements for a particular industry. It goes without saying that the young man should also contact his guidance counselor since in the recruitment notification process, the schools are advised of openings in the apprenticeship field.

While there are minimum requirements for apprenticeship training, there is nothing to prevent a young man from preparing himself towards meeting these requirements. I like to feel that the entire field of Apprentice Training is moving ahead in the right direction with opportunities afforded to all young men whose capabilities are the governing factor.

THE ROLE OF THE BUREAU OF APPRENTICE TRAINING

Our Bureau is primarily a service agency. Our main functions are to promote, develop, and maintain Apprentice Training programs. We are not a placement agency such as the New York State Division of Employment. We do, however, make referrals to applicants and employers whenever we can be of assistance in the placement role.

The New York State Bureau of Apprentice Training is ever ready and willing to present the subject matter of Apprentice Training to all groups, both individually and collectively, whether they be students, guidance counselors, minority group organizations and to labor and management organization.

THE ROLE OF THE BUREAU OF APPRENTICE TRAINING (Cont.)

We are currently engaged in public relations programs wherein we will expand our information on Apprenticeship Training to the guidance counselors and students in the junior and senior high schools and to the community at large, via films, lectures, newspaper articles, radio and television, etc. We are currently preparing our staff for the Cold War GI Benefit Bill that has been signed recently by the President, and which will involve our apprenticeship bureau in an upsurge of programs involving ex-GI's who have been in the service since the Korean conflict.

I thank you for giving me the opportunity of presenting some aspects of the subject of Apprentice Training.

SECOND ANNUAL CONFERENCE
OCCUPATIONAL EDUCATION GUIDANCE PERSONNEL
NOVEMBER 14-16, 1967

PRESENTATION: The Challenge of Placement-Outline of Services Performed.

PREPARED BY: Ronald B. Carlson, Guidance Director
BOCES Center of Occupational Education
Rockland County
61 Parrott Road, West Nyack, New York

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STUDENT SERVICES

1. Group orientation for jobs - filmstrips and discussions. Filmstrips used: GETTING AND KEEPING YOUR FIRST JOB; IF YOU ARE NOT GOING TO COLLEGE. Distributor: Guidance Associates of Pleasantville, New York.
2. Survey of class, using individual forms.
3. Posting of jobs in each classroom as employers call.
4. Specific instructors contacted for specialized jobs - full and part time employment.
5. Work Study possibility during last half of second year.
6. Special notice to all graduating students planning to enter Armed Forces immediately after they complete course.
7. Use of follow-up post card.
8. Evaluation of follow-up study.

EMPLOYER SERVICES

1. Utilization of special vocational counselor for Occupational Service Center.
    - a. Employed by Rockland County Title III Regional Center. (Legal applicant BOCES)
    - b. Counselor contacts employers for industrial profile and job description.
    - c. All schools receive information.
    - d. Also, functions as contact for students who drop out of school.

2. Personal employer contact.
    a. Appointment at industry or inviting representative to visit program.
    b. Use of Advisory Committees.
    c. Use of established industry groups to propose "plan of attack" to school administrators to show where specific job shortages exist.
3. Publishing newsletter to be sent to industry.
4. Letter of introduction to each student who is meeting potential employer.
5. Follow-up letter to all employers where job could not be filled.
6. Follow-up letter to employers who hired students.

OTHER CONSIDERATIONS

1. Use of New York State Employment Service for full and part time job placement.
2. Reviewing local newspaper want ads.
3. Joint program between school and employers to inform students about potential jobs.

(Examples) Movie, guaranteed summer employment between first and second year.

OCCUPATIONAL EDUCATION

AND HIGHER EDUCATION

FOR

The Second Annual Conference

Occupational Education Guidance Personnel

Sheraton Inn Towne Motor Inn
Albany, New York

November 14 - 16, 1967

BY: John T. Henderson
Assistant University Dean
for Two-Year Colleges
State University of New York
Central Administration
Albany, New York

Occupational Education and Higher Education

Presented by John T. Henderson
at the Sheraton Inn Towne Motor Inn
November 15, 1967

Dr. S. V. Martorana, University Dean for Two-Year Colleges, State University of New York, has asked that I extend his best wishes to the participants of the Second Annual Conference for Occupational Education Guidance Personnel for a most profitable session. Our office is always grateful for an opportunity to discuss the current programs and potentials of the two-year colleges under the State University of New York program with other persons vitally concerned with public education in New York State.

It is inconceivable to adequately cover the philosophy, history, and recent developments in our community colleges as a segment of higher education in the short time available today. However, I do feel it would be valuable to offer brief acquaintance with the scope, current operation, and long-range planning of the two-year colleges under the State University program as a point of clarity for this entire session.

Let me hasten to interject at this point that I will make no effort to outline to the participants how they should be handling their guidance job, but simply provide additional background for your information concerning the current educational programs at the two-year colleges, particularly in the areas of technical and vocational career programs. I am sure that those responsible for this program expected that the availability of this information would in some way add to the excellence of the guidance efforts at the area vocational schools.

Let me very quickly cover the current opearation of the two-year colleges and anticipate that specific questions can be raised following the presentations of Mr. Jones and myself.

A. Six ATC's--30 community colleges operating in 1967-68

(1) New this September--Genesee (Batavia)
Herkimer (Herkimer)
(Use visual to show State with each campus)

B. By 1968-69 school year--additional campuses anticipated at:

Ontario, Franklin-Essex, and Clinton

C. Future Campuses: Greene-Columbia
Thompkins-Cortland
Elmira-Horseheads
Schenectady
Saratoga
Multiple campuses in Erie, Nassau, Niagara, Suffolk

Approximate Enrollment in Full-Time Day Programs

Fall 1967	65,000
Fall 1970	97,000
Fall 1974	134,000

Long-range objectives subscribed to by both the Regents of the State of New York and the State University of New York Board of Trustees is to have a State University of New York community college campus within commuting distance of 95 per cent of its population. Current degrees offered include the associate in arts and the associate in science covering the university-parallel programs, the associate in applied science degree for all career-oriented associate degree programs and a wide variety of short-term specialized programs in the occupational areas. Currently, there are in excess of 140 separate titles or options in the fields of agriculture, business, engineering-related, and health-related technologies.

The recognition of the changing role of vocational-technical education programs of the two-year colleges of New York State have evolved from rather clear-cut presentations of leading educators within the State.

Recognition of changing role of vocational-technical programs at the two-year colleges in New York State

A. In New York State

(1) Nyquist reference at Trustees' meeting
(refer to page 5)

(2) SVM/SUNY expansion

a. Thrust for comprehensiveness
(see page 4 of 1965 talk to Annual Conference)

B. In the national view

Blue Ribbon Commission-Technology, Automation, and Economic Progress

Spring 1966 Report--"Technology and the American Economy"
(see page 2 of Rutgers' talk)

C. SUNY therefore finds comprehensive career program needs well defined

From this background have come a number of changes in orientation of the programs at the two-year colleges. During the past year, 13 campuses introduced a variety of programs in the non-degree category. These are for full-time students and the evening divisions, of course, offer a great deal of additional opportunity.

Don Jones, our next speaker, will cover in depth a very refined operation that exists in the Wellsville area. Thus, a brief, and certainly over-simplified case, for the strong movement for comprehensive community colleges and at least an indication of what is currently available. You know far better than I the parallel background and current status of the area vocational schools that are in existence and are rapidly being developed under the recently-revised BOCES approach.

Where does this leave the status of occupational (vocational-technical) public education that is available for our citizen-students? Many will speak loudly that over-lap and duplication is the inevitable result. I would make a case quite to the reverse and state that at last we are in a position for offering students a continuum of educational opportunity initiating at the elementary and secondary levels and carrying on into post-secondary or higher education realm.

Recently, Dr. Michael Brick of Teachers' College, Columbia, published an article in the American Association of Junior Colleges Journal summarizing the outcome of a study that he completed for the State Education to evaluate the current articulation between the program offerings in business, mechanical, and electrical-technical programs at the high school and two-year college level. This article reveals a considerable amount of information; but from reading it and the formal report of the study, I find few examples of where the programs at the secondary level and the two-year college level constitute an over-lap or duplication.

The need for programs at both levels is only too obvious and to the best of my knowledge, none of the staff in the Office of the University Dean for Two-Year Colleges has any feeling except to endorse development of the area vocational school concept.

As occupational programs for the various districts have been presented to the reviewing system of the State Education Department, a member of our staff has been invited, and in all but a few cases, present for the review session. Denfensible and needed proposals have been advanced and implemented in a wide variety of vocational and technical specialities.

If my recent inquiry is correct, a total of 52 area vocational schools have been established throughout the entire State. New programs, new facilities, new faculty, new staffs--if it sounds as if I am repeating the kinds of observations I was making about the activities at our two-year campuses regarding their development, it has been done with intention.

As each level of educational institution has worked diligently to develop the programs and services it felt were needed by its service area, it has been nearly impossible for adequate dialogue to be established leading to a more direct articulation between a program offering at the secondary level and the comparable offerings at the two-year colleges. A few exceptions can be noted. In the Syracuse area for instance, the City school district and Onondaga Community College drew up a memorandum of agreement formalizing the respective roles that each institution expected to play in providing the total educational services in technical and occupational areas for that region.

We recently received a proposal from Fulton-Montgomery Community College as one part of a total project being jointly advanced by the College and the area vocational school for that region where instructional equipment would be jointly utilized by the students in both levels of program. A portion of the equipment would be owned by each, and I believe final planning is for the area vocational school to provide the physical facilities for housing the equipment. I am sure Don Jones will identify additional examples of cooperation and exchange of ideas by the area school faculty with the two-year colleges. Surely each of you can relate other positive examples.

Perhaps the most significant factor to be recognized is that each has a significant role in the total educational system of New York State, that each of us is looking at essentially a new concept and role of the types of educational services that should be provided, and the magnitude of work to be accomplished can only be done by positive cooperative effort by all segments of education.

Specific questions are certainly the most effective way to cover other areas of concern you may have regarding the two-year colleges, and I will "field" them at the pleasure of our session chairman. Let me yield to Don Jones by extending an open invitation to all to contact our office if there is any way we can advise, coordinator, or otherwise assist in bringing together representatives from the two-year colleges and the area vocational schools in order to develop better educational programs for our students.

JTH/sbf

Occupational Education And Higher Education

Second Annual Conference

Occupational Education Guidance Personnel

By Donald Jones
Director, Vocational Guidance
SUNY, Alfred

There is no doubt that the fastest growing segment of post secondary education is the tow-year college. Regardless of their name, junior college, community college or vocational technical colleges, the advancement of today's technology has placed the stamp of utmost importance on their development and subsequent growth. It can truthfully be said that no other force of recent origin has played such a significant part in remolding the features of today's American educational system as the impact of two-year college programs.

During the past year more than one new two-year college per week opened its doors, and predictions have been made that within three years there will be some 1000 two-year colleges offering curriculums to some two million students by 1970.

This is a proper direction to take in my way of thinking, since available data shows us that 80% of our graduating seniors never graduate from four-year college programs. If we as educators are honestly committed, to a degree beyond lip service, of providing the opportunity for high school graduates to pursue education beyond high school, then we need to also be diligent in our search for programs to meet the needs of these individuals.

In 1966, responding to the challenge of Chancellor Gould for innovation and change, Alfred State College embarked on its pilot program in post secondary vocational education by initiating a new division, now known as the Vocational Division, Wellsville Campus. From the very beginning this idea was so new for New York State, that a large percentage of time was spent trying to justify in the minds of many the need for this type of program, while at the same time guidance counselors, parents, and students were prodding the college to please get it established soon. Although this idea of post secondary vocational education is new for New York State, it is not new for most of the other states. In fact one of the newest trends is the development of colleges which offer post secondary vocational education, technical education, baccalaureate and advanced degree education all on the same campus. This to me best represents the motto of The State University of New York, "Let Each Become All He Is Capable of Being."

I have learned some interesting things while directing the Vocational Division of Alfred State College, the most interesting of which is the type of student seeking entrance into its curriculums. The average freshman entering this fall had a high school average of 74.5%, and scored 100.2 on the R.S.E. examination. He would have taken elementary algebra, math 10, biology and generally one shop course or mechanical drawing in high school. He would have participated in three or more different extra curricular activities. Many of you will probably be thinking that this is not too different from the type of student many of our community colleges and technical programs are accepting. Let's go one step further, however. These freshmen would have scored 116 on the Reading Efficiency Test which would be at the 15th percentile for all Alfred State College students. On part A of the Stanford Achievement Test for high school mathematics, the average freshman scored at the 18th percentile when compared to college bound high school seniors. Most of these students would not have made application to technical programs because of a self-realization that although they achieved fairly well in high school, they were working hard to do it, and the level of aptitude needed in technical and baccalaureate programs was more than they had to offer. To the critics who protest the duplication of effort in providing vocational education at the college level I can hastily add that only six students out of 220 entering freshmen had any vocational programs previously, other than vocational agriculture.

The demand so far for entering vocational curriculums at Alfred has been tremendous. This past fall some 600 applications were processed with limitations of faculty and facilities allowing us to accept only 220. Of 230 who wished to be placed on waiting lists, 75 have requested that their applications remain in force until fall of 1968. This represents 27% of next fall's freshmen before we even start processing applications.

I have taken the time to present these facts because I feel that they point out some critical issues which I feel educators in general have been missing.

1. There is a rather large segment of graduating seniors each year who have followed a traditional general academic pattern in high school, with aspirations of furthering their education following graduation. By the time they are seniors it is evident that although they are conscientious workers, and desire to improve themselves through further education, those aptitudes and abilities necessary in today's competitive collegiate programs leave them without a place to go. Even our community colleges with sincere philosophies of "open door policies" find that these are the students numbered among their 40% to 50% attrition figures. If these young people, with the desire to want to learn, are not provided with further educational programs meeting their aptitudes and abilities, what then will be their place in tomorrow's society?

2. A surprisingly large number of high school graduates through guidance, counseling, and occupations courses discover the dignity and worthiness of skilled occupations as well as the secondary level do a better job projecting the world of work, more of our young people will aspire to enter the skilled occupations because of improved working conditions, salaries and critical shortages of personnel. The problem is that our post secondary institutions have not followed up and reinforced the efforts of our secondary people by providing the opportunity for college level training in these areas. Grant Venn in his book, "Man, Education and Work", states that; "A growing number of reports, many of them carefully considered, point to the comprehensive two-year college as the logical vehicle for post-high school occupational education. The prolonged failure of the two-year college to "run with the ball" has, however, raised the question whether the two-year college will truly meet the needs of youth seeking occupational education opportunities beyond the high school."

3. The State University of New York is presently rising to the challenge with its development of the Wellsville Campus and its future plans for community colleges, whatever they might be. It is time now that those in secondary and post secondary occupational education endeavors work closely together to insure at the outset that proper, new and innovative programs, meeting the needs of all youth seeking post secondary educational opportunities, are established. Together we are serving two different groups of people with different needs at different times, in one case the high school student in the other, the high school graduate.

Let us not be like the two old washer women who someone heard arguing across the alley through their open windows. They could never get together or agree on any point because they were arguing from different premises. In the days that are ahead of us, let's walk a ways in each others moccasins and think only of the generations of students we have yet to serve, by providing the best comprehensive college programs in the nation.

Overview of Student Personnel Services in Georgia's Area Vocational-Technical Schools

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Today's urgent need for highly trained skilled workers and the growing number of individuals who need vocational training in order to enter the world of work places a strong challenge at the door of vocational education. This challenge is being met, in part, by the development of area vocational-technical schools whose major purpose is to offer training for occupational preparation.

A program of student personnel services will play an integral part in the individuals and to society if modern, well-equipped facilities are used to train individuals who have neither the commitment or abilities to pursue successfully a given occupational field. An organized program of student personnel services can do much to bridge the gap between the potential worker and employment.

Since 1957, Georgia has developed an extensive network of area schools. As a part of the area school program, an organized and planned program of student personnel services have been developed around the objective and characteristics of these schools and around the needs of area school students. In developing this program of student personnel services, the administration of the state's program involved local area school officials in arriving at answers to the following questions: (1) What is meant by "student personnel services"? (2) Why are student personnel services needed in area schools? (3) What are the goals of student personnel services? (4) What are the operating principles on which student personnel services are based? (5) What approaches are used to achieve the goals of student personnel services? (6) What specific student personnel services are needed to accomplish the goals of this program?

Before considering answers to these questions, the following points should be clarified. First, answers presented to these questions are based on the result of a two-year developmental project which has been conducted in Georgia. The major purpose of this project has been to develop and implement a systematic and comprehensive program of student personnel services for Georgia Area Vocational-Technical Schools. The project consisted of two phases.

In Phase I, area school administrators, instructors, student personnel specialists and students responded to a questionnaire which was an attempt to determine student personnel services needed in the area schools. Phase II consisted of mobilizing the resources from local, state, and national levels in developing and implementing a program of student personnel services for area schools. Over 50 days were spent in work conferences and the services of over 20 different consultants from throughout the nation were utilized to develop the rationale, objectives, techniques, and procedures for performing specific student personnel services for area schools. An organized statewide plan was followed in implementing student personnel services in area schools. It is believed that the approach used in this project has ensured, to a great extent, that the student services which were developed were based on the needs of students in these schools.

Second, this paper does not claim to present any innovations. Old ideas have been synthesized and, where appropriate, adapted. These services were, however, built around the objectives and problems existing in vocational-technical schools. They are not merely replicas of programs developed in other kinds of educational institutions.

Third, the term "student personnel services" is used rather than "guidance" for student personnel services is a program which has been developed with activities much broader than those normally assigned to a high school counselor. Whereas high school guidance is generally conceived as encompassing the areas of

(1) analysis of the individual, (2) information, (3) counseling, (4) placement, and (5) follow-up (Erickson and Smith, 1947; Hatch and Stefflre, 1958), student personnel services discussed in this report include preadmissions information, admissions, student record keeping, counseling information, job placement, and evaluation. These services were developed because area school officials and students (Bottoms, 1966) indicated that they were the ones in greatest need of development in emerging area schools. The organization of student personnel programs into these seven services may or may not have merit for states other than Georgia, and future conditions in Georgia may indicate a need to alter the organizations of student personnel services in that state's area schools.

Student Personnel Services

A program of student personnel services in area schools includes the process of assisting students in making those decisions needed to successfully enter the world of work. The objectives of this program are accomplished by providing opportunities and assistance to the student at choice points. (1) To perceive realistically his own potentialities, values, and interests. (2) To understand those educational and occupational opportunities available to him during and after program completion and (3), to assimilate this information into a plan of action; and to assist the student in implementing the decision made.

One of the purposes of education is to aid individuals in learning to make decisions for themselves. Alton Salter of Georgia's Thomas Area Technical School reported that

> In Georgia's area schools, student personnel activities are based on the premise that the student has decisions that he must make in the planning and pursuit of his destiny. The student personnel worker functions to render assistance to students in clarification of assets, the range of choices, and availability of opportunities whereby realistic decisions may be made from the students point of view--within certain limits.

Not only must an area school student learn to make education-occupation decisions for himself, but also he must learn to accept responsibility for those decisions and for following through with the actions related to his choices. A student must learn to use the best information available in order to make his soundest educational occupation decisions. The student personnel services specialist is a service worker to both teachers and students by aiding the student in accomplishing his purposes. He provides the student with the best information available and assists the student in making an education decision that seems best for him and his purposes. The student personnel specialist, in that sense, "teaches" the student the value of sound decisions and the processes by which they are made, with the student at all times being the one to actually make the decision. If we really believe that all people have worth, then it is a "must" that each student receive such assistance as needed in making key decisions regarding his education-vocation choices.

Need for Student Personnel Services

The needs for student services in area schools can be grouped into three categories. The first of these categories includes the technological, economic, and social changes which have brought about the development of area schools. These schools developed as a result of population shifts from rural to urban areas, from agricultural to industrial settings, and technological advancement. These conditions created a new occupational structure within many sections of their country, which required a higher level of training for entrance into many skilled occupations. The expansion of the number and variety of technical and skilled jobs made it essential for vocational educators to accept the responsibility of providing educational and occupational training which will prepare numbers of individuals for entry into a variety of job areas. In addition, adequate vocational training cannot always be offered in many of America's high schools because of this size. These and many other reasons gave use to the need for developing a statewide system of area schools for the purpose of offering job training to individuals as they prepare to enter the job world.

The second need for student personnel services in area schools stems from the needs of individuals in today's technological society. A survey (Bottoms, 1965) conducted of area school students and school officials revealed a need for assisting individuals in considering and making decisions regarding the area school. Today there exists a host of opportunities for students to consider as he makes decisions regarding his vocation. Prospective area school students do not consider attending an area school for some of the following reasons: (1) lack of accurate and quality information regarding the area school; (2) lack of knowledge concerning the type of students who can best profit from attendance at an area school; (3) lack of money, transportation, housing on the part of prospective students; (4) America's occupational prestige structure which places less prestige on occupations for which area schools offer training; (5) the negative stereotype which many individuals in America's society hold toward vocational schools; and (6) an individual's lack of desire or aspiration to continue his education in an area school. The complexity of America's society, coupled with both the broad range of opportunities available and the general isolation of youth from the world of work support the need for assisting students in making the transition from high school to the area school.

The third category of student personnel services is related to the desire to utilize the area school for the benefit of the maximum number of students. Such utilization cannot be accomplished without a strong program of student personnel services which helps to insure that the costly equipment and the highly trained personnel of area schools are used by students who are suited both in ability and desire for the training. Enrolling students who are either unable or unwilling to remain in school until they complete their training may deny this opportunity to persons who are better able to benefit from it. Some students, in order to remain enrolled in area schools, need assistance in identifying with an area school and a particular occupational area, in gaining a commitment to the occupational area, and in developing appropriate attitudes and skills for working with other people. Student personnel specialists contribute much to the area school program by helping such a student to achieve a commitment through verbalizing his reasons for wanting to attend the area school and his reactions to others.

Goals of Student Personnel Services

The primary goal of an area school in developing a student personnel services program is to assist a student in making those education-occupation decisions needed to successfully move into and out of the area schools and to make progress while so enrolled. Student personnel services in area schools must assist a student in his decisions to accomplish subordinate goals in order to reach this larger goal. The lists shown in Table I represent subordinate goals of student personnel services in area schools at designated intervals of the student's growth. These are expressed in terms of desired goals toward which the student personnel specialist strives can be divided into three phases. In the first phase, the student personnel specialist is concerned with assisting the student in examining the area school as a suitable avenue in reaching his goal and in assisting the student in choosing an occupational curriculum most suited to his abilities, desires, values, and interests. In the second phase, the student personnel specialist assists an enrolled student in progressing within the school setting; and in the third phase, the student personnel specialist assists a student in planning and implementing his post-school plans.

Operating Principles Upon Which Student Personnel Services Are Based

These principles which follow are interrelated and not discrete:

1. The student services function in area schools is predicated upon a commitment to students. While the personnel specialist also has definite commitments to the school and to society in a program of student services, the area school student comes first. Since the school serves both society and the student, many vocational educators fall into the trap of seeing the major question for the area school as being "How can we better serve the needs of business and industry?" However, this question should be of secondary importance, with the major one being "How can we better serve our individual students?" It is the role of the student personnel specialist to insure that the interests of the students are not made subsidiary to the interests of society.

2. Student personnel specialists are the prime advocates of treating the individual student as a worthwhile person. There are many students who enroll

TABLE I

GOALS OF STUDENT PERSONNEL SERVICES IN AREA VOCATIONAL-TECHNICAL SCHOOLS

BEFORE ENROLLMENT	DURING ENROLLMENT	LEAVING SCHOOL AND ENTERING EMPLOYMENT
1. He accepts vocational-technical concept.	1. He understands school policies as applicable for himself.	1. He accepts responsibility for making plans for the transition from school to employment.
2. He perceives a vocational-technical specialty as valuable to him.	2. He develops positive attitudes toward himself, school, program, prospective employer, and vocational-technical training.	2. He identifies with the world of work in the specialty for which trained.
3. He explores problems which may be obstacles to enrolling but which he plans to solve. a. Financial b. Transportation c. Program d. Housing e. Physical	3. He develops good interpersonal relationships with fellow students, instructors, and outside public.	3. He enters appropriate post school occupation—who he is and what he has to offer.
4. He relates his experiences and aptitudes to the vocational-technical curriculum.	4. When information is needed in order to further clarify his vocational direction, he judges his present knowledge, defines gaps in it, finds sources, selects information he sees as pertinent, and incorporates the new knowledge.	
5. He relates himself to a specific course.		
6. He selects a specific program and completes the admissions process of making application, taking entrance tests, having interviews, making a deposit, and registering for classes.		

in area schools, feeling that college bound students are "better" than they themselves. Student personnel specialists assist the area school student in seeing himself in a positive way—as one who can take responsibility for himself, for his education choices, for his occupation choices, and for attending an area school, not as a last resort, but in an effort to get the best possible education for himself.

3. Student personnel work is based on the principle of involving the area school student in planning for his future as well as for his present. Student personnel specialists believe that the area school student who has knowledge of the society's occupational structure, who has assistance in clarifying his own values, interests, and potentialities, and who has assistance in relating information about himself and the world of work is better prepared to make an educational-occupational choice than if he had no assistance from the student personnel specialist in making his plans.

4. The student personnel specialist is concerned with assisting the area school student not only in acquiring a mechanical skill but also in developing a pattern of attitudes and concepts needed for entry into and adjustment in a world of work. Often vocational educators place emphasis on the development of a mechanical skill at the expense of development of effective job attitudes and concepts which are important to the student's future life success. The personnel specialist strives to maintain a balance between the tangible and the intangible aspect of the area school program. He works with the instructional staff to insure that adequate experiences are provided for students to develop effective interpersonal relationships and self confidence.

5. The student personnel specialist provides accurate, quality, and specific information to enrolled and to its potential area school student concerning himself and the job structure. If persons have worth, then communicating

opportunities for increased self-reliance and self-direction is imperative. The personnel specialist would be failing both society and the individual if he did not attempt to arouse interest among those who can profit from the training offered in the vocational-technical school. Information provided by the student personnel specialist for the area school student should be as accurate and as applicable to the local setting as is possible. Further, this information should be specific enough for the individual to identify specific steps or actions he must take. The quality of materials provided should be such that an accurate image of the subject, rather than a stereotype, is projected.

6. The student personnel specialist establishes a constructive working relationship with those in and out of the area school who can assist him in achieving the goals of the student personnel services program. Many of the goals toward which the student personnel services program is striving cannot be reached unless specific activities and experiences are built into the school curriculum. Thus, student personnel specialists establish a close working relationship with teachers and others who influence a student's behavior. Instructional staff cooperation is important because the student personnel services program will not be successful without it. The student personnel specialist tries to make sure that the school expresses an attitude of care for the individual.

7. Student personnel work is based upon the individual differences of the area school student. The student personnel specialist carries out this operating principle when he assists each student in selecting a vocational-technical program most appropriate for him or when he assists each student in planning and implementing his next step. The student personnel specialist further recognizes individual differences when he encourages development of new vocational educational programs to provide more appropriate experiences for the student whose needs are not being met by the current program.

Approaches Used to Accomplish the Goals of Student Personnel Services

Student personnel specialists help the area school student in two basic ways: through direct help to him and through influencing the environment in which he lives, works, and studies.

Although the student personnel specialist uses a wide variety of direct methods with the area school student to assist him in achieving his goal, his major method is the one-to-one counseling relationship between the area school student and himself. Counseling is the process of assisting a student to focus what he has learned upon decisions he must face. Counseling has two primary goals: first, that the student will resolve his immediate concerns by making some decisions he is willing to act upon; and second, that the student will make progress in learning how to use the process of decision-making effectively, flexibly, and independently so that he can satisfactorily direct his own life.

The direct contact of the student personnel specialist with area school students or potential students include providing information individually or in groups. The purpose is to assist the individual in discovering for himself the decisions he must make and to discover the many alternative choices available for him to act on, with the process used in such activities being based on active student involvement. The use of this process is based on the assumption that when students are involved in the learning process they learn better and are more likely to seek further information and become more concerned about decisions they must make. Group guidance activities are used by personnel specialist to interpret test scores, to develop skills which students use in getting a job, and to orient prospective students to the operation and the activities of the area school.

The amount of time which the student personnel specialist spends carrying out activities with the student and with potential student will be extremely limited when compared with the amount of time which the individual will be spending with his instructors, with his peer group, with his parents, and with others in his environment. It will be difficult for the student personnel specialist to fulfill the goals of the student services program without utilizing indirect methods for reaching these goals. The ability of the individual to become aware of those decisions he must make, of avenues available, of his interests and abilities, and to integrate this information into a decision and a plan of action will, in a large part, depend upon the attitudes and experiences he is exposed to in his environment.

Further, the student personnel specialist's relationship and influence with many individuals and groups can provide him with opportunities to fulfill the goals of the student services program. For example, the work of the student personnel specialist with high school counselors, principals, and teachers with public news media has much to do with whether or not potential students seriously consider the area school as an educational choice. In addition, the student personnel specialist's relationship with the other area school administrative staff members can do much to establish an atmosphere within which he can work to achieve the goals of the student personnel services program. The student personnel specialist's influence with groups both within and outside the schools will determine whether the climate is appropriate to fulfill the goals of student personnel services. Nor should the area school student personnel specialist overlook the influence of the peer group in accomplishing goals of student personnel services for it is this group which has a significant influence upon students in area schools.

The student personnel specialist must make use of printed materials which he prepares himself. Such materials include catalogs, brochures, and other types of printed materials already available. Some indirect methods of carrying out the goals of the student personnel services program are as follows:

1. Creating and distributing printed materials to prospective students and high school counselors.
    a. Catalogue;
    b. Brochures;
    c. Applications;
    d. Admission procedures;
    e. News releases;
    f. Records;
    g. Test interpretation sheets;
    h. Form letters;
    i. Newsletter to high school counselors.
2. Working with instructors:
    a. Admissions Committee;
    b. Preadmissions Committee;
    c. Guidance Committee;
    d. Techdays Committee;
    e. Attendance Conference;
3. Working with Director:
    a. Weekly staff meeting;
    b. Enrollment reports;
4. Working with groups of high school counselors:
    a. Presentation of slides;
    b. Tours of area school;
    c. Scheduling of students;
5. Working with other student personnel workers:
    a. Coordination of total program of student personnel

6. Working with instructional supervisor:
    a. Curriculum revisions
7. Working with parents
8. Carrying out research

Thus, through direct and indirect methods, student personnel specialists can assist area school students in bridging the gap between education for a job and entry into that job.

Services Used in Accomplishing the Goals of Student Personnel Programs

Preadmission Information

Many conditions and trends in our society make it imperative for area schools to perform a Preadmissions Information Service. Technological advancement and automation have been contributing factors to America's shifting occupational structure. In addition, a broad range of occupational opportunities is available, but the isolation of many young people from the world of work prevents them from understanding these opportunities. Stereotyped attitudes toward vocational education held by some counselors, teachers, parents, and others also prevent many students from considering area schools.

To overcome these conditions, the area school student personnel specialist has the responsibility to inform the general public of the changes taking place and of the opportunities for quality training being offered today through area schools. This requires an aggressive, positive, and objective preadmission information service in order to inform potential students and those who have a direct influence on their decision making. Such a service should not be characterized by undue pressure, a concept of enlistment, or misinformation. Instead, it should be based on the sound guidance principles of providing factual information as to the opportunities available through the area school so that the area school student might have a better understanding of the opportunities available to him and might be better able to select realistic and satisfying goals.

In Georgia, attempts have been made to implement the Preadmissions Service by having the area school student personnel specialist become a resource consultant to surrounding high school counselors. He becomes this resource person by providing information and by planning experiences for individuals which will broaden their concepts of the education-occupation opportunities available to them through such activities as (1) improving the quality of materials provided to high school counselors and prospective students covering the area school program; (2) arranging organized visits for students, parents, school officials, and other interested groups for fouring the area school; (3) speaking to students and adult groups about area school; (4) arranging for resource people such as employers and successful area school graduates of vocational programs to speak to prospective area school students. Other media and activities are also used for orienting adults to opportunities available to them in the area schools.

Admissions

The success of an area school program in part is dependent upon the enrollment of students who are suited by desire and ability for programs offered. An organized Admissions Service in the area school should not, however, be justified on the basis of "selecting the best and forgetting the rest."

The present selection strategy used by many institutions is not suitable for the area schools because of the broad range of students in abilities, age, education, and social background served by these schools. Neither the "selection" strategy, the "placement from the area school's point of view" strategy, now the "open door policy" offer a suitable admissions strategy for area schools. An acceptable admissions strategy for area schools is one which assists each applicant in evaluating his abilities, values, and desires in terms of the courses offered in area schools, and is one which further assists the applicant in making choices "within certain limits within the school" or outside the school. The limits within which the area school applicant is free to choose may depend upon limitations in area school facilities, course offerings, student abilities, and educational background. The area school student personnel specialist can function as a counselor during the admissions process by defining limits within which the applicant can choose his program and then proceed to assist him in making a choice either within or outside the area school. The limits defined for the applicant are broad because of low reliability of admission criteria for area schools and the flexible scheduling which enable a student to transfer to another occupational area if he perceives his original choice as an inappropriate one.

Attempts are being made in Georgia to implement the admissions strategy through an organized procedure which provides for (1) clear-cut admissions policies regarding requirements and procedures for entrance into area schools; (2) a systematic procedure for responding to the applicant at each step in the admissions process; (3) establishment of early testing dates for applicants to appear at the vocational-technical school to take the area school entrance test; (4) arrangement of a meeting for interpreting test scores to the area school applicant, either individually or as a part of a group, for the purpose of assisting applicants in making a choice of curriculum to pursue; (5) assisting the area school applicant who fails to qualify for his choice of course to examine possible alternatives either in the area school or outside the area school.

Student Records

A well developed system of keeping student records should increase the area school staff's ability to assist the student in learning a skill as it relates to an occupation in achieving self-understanding and in developing a strong and positive self-concept. A statewide system of area school record-keeping has been developed in Georgia. This system includes student application forms, student status cards, permanent record cards, student history questionnaires, instructor's observation forms and grade reports. These forms have been developed specifically for Georgia's area schools and contribute significantly to the abilities of area school personnel to train skilled personnel.

Counseling

Many vocational educators have been strong supporters of offering counseling services to students prior to their enrolling in the area school. Other vocational educators have requested that counseling services not terminate with the area school student's enrollment. They base their request on the following factors with which an area school student needs assistance: (1) selecting an alternate vocational course because of mistaken estimates of ability and interest; (2) developing a positive self-concept; (3) evaluating his present home and school environment in relation to future job and life plans; (4) making a more realistic choice of an occupational field or an increased commitment to a given field; (5) making future plans for job entry, and (6) accepting responsibility for following through with these plans.

In Georgia, several steps have been taken to insure that effective and high quality counseling services are available to area school students. First, the ratio of student personnel specialists to area school students is maintained at one to four hundred full-time students or equivalent. Second, a statewide, inservice program has been conducted, and others are planned for the future, for the purpose of making area school instructors aware of educational-occupational decisions which students must make. A further purpose of this program is to acquaint instructors with ways in which they can work with student personnel specialists to broaden students' perception of decisions they may need to make. Third, counseling service is being concentrated on the following major decisions facing the area school student: (1) decisions regarding attendance at the area school; (2) decisions regarding the choice of which occupation to enter; (3) decisions concerning course completion; (4) decisions concerning job plans after course completion; (4) decisions concerning job plans after course completion. Fourth, data is collected annually to help determine the effectiveness of the counseling services provided.

Information

There are several reasons why it is essential for area schools to provide an organized and systematic Information Service for the enrolled student. One of the most significant reasons is to assist in motivating the area school student. Educators and public media representatives often attempt to motivate their students through pressure tactics. The student can be encouraged to make education-occupation decisions by direct involvement in meaningful experiences or through contact with peer groups whose members have already recognized this need and by having prospective employers tell them what qualifications are needed for entrance into certain positions. Second, the characteristics of the student enrolled in Georgia's area schools imply that an organized Information Service would enable the student to become aware of his needs and to encourage him to take constructive action to meet those needs. For example, when surveyed in 1966, 90 percent of the students in Georgia's area schools were under 21 years of age;

most lacked work experience, 66 percent were single; and most male students had not met military obligations. These facts indicated that the area school student had several important decisions to make.

The Information Service first makes contact with the student through an orientation program which can assist him in understanding the school's purposes, objectives, policies, and to develop positive attitudes as he relates himself to the area school program. An orientation program provides an opportunity for mutual understanding to develop between the area school staff and the new student.

The entire Information Service, including orientation, is a cooperative program in which both the counselor and the instructional staff have designated responsibilities. In an area school Information Service, instructors accept the major responsibility for carrying out the service, while student personnel specialists provides resources and consultative assistance. The Information Service program is grouped into three areas: occupational; educational; and personal-social. First, under each of the three areas of occupational, educational, and personal-social, major topics were identified. Second, under each major topic the expected behavior which the student should acquire was identified. Third, activities through which the student might acquire these desired behaviors were listed. Furthermore, comprehensive units have been prepared on each of the topics to be used by the instructor. During the 1967-68 school year, a first attempt is being made in Georgia to implement this program through the instructor in the area schools.

The plan which is being followed is that of asking each instructor to allot one hour per week to the teaching of personal job skills or attitudes. One topic is suggested for covering each week. Instructors are also requested to reinforce the material through their regular class session. For example, if an instructor teaches the student how to take notes he can then ask the student to practice the note-taking techniques during his lectures.

Job Placement

A Job Placement Service is essential if the area school is to provide the student with those personal skills and attitudes needed to enter into, and adjust to the world of work.

The basic question in the Job Placement Service is not "Did the area school graduate get a job?" Such a question suggests that the purpose of job placement goes no further than helping the student find a job. It fails to comprehend both the personal depth and the long range purpose involved. The basic question is, "Did the student develop a model or pattern of skills, attitudes, and understandings that will be effective in locating the right job and in successfully adjusting to the world of work"? This question suggests that the Job Placement Service should assist the student in the clarification of his goals, in becoming aware of the labor market as related to his field, in evaluating his qualifications and desires in terms of a specific job, in developing skills and knowledge in locating a job, and in adjusting to the fluctuating economy. All of this assistance is based on the assumption that graduates who have made a careful study of themselves and the labor market will have a more realistic expectation of the world of work.

The first aim of the Job Placement program is to provide each area school student with those experiences that will enable him to develop a pattern of skills, attitudes, understandings, and job knowledge needed to enter into, and adjust to, the world of work. Through orientation, counseling, and information services, the area school student is assisted in developing this pattern of skills, with the initial step toward fulfillment of this aim beginning with the student's entrance into an area school. Such a program also involves cooperation between area school instructors and the student personnel specialist. In fulfilling this aim, the specific roles and functions of both the counselor and the instructor have been designated, the area school student will be assisted in developing certain skills and understandings. Scheduled counseling sessions with each student regarding his post-graduation plans elicit answers to such questions as "What are your plans?" and "How do you know you can complete them?" These questions help the student to analyze his own decision.

The second aim of a Job Placement program is to provide those activities which will enable the area school graduate to get a well paying job soon after course completion. To accomplish this, the student personnel specialist maintains files of job requests received from employers and takes steps to bring employers into the school. In Georgia, for example, a program to assist students in meeting employers and in making transitions from school to work is called "Techdays." It is coordinated statewide and in 1967 resulted in approximately 500 employers interviewing area school students.

Evaluation

A follow-up program of area school students is essential if data are to be obtained to enable schools to evaluate and improve programs. A follow-up has been designed in Georgia to provide data which will assist student personnel specialists to evaluate their services and to determine which services need strengthening. The data may also help administrators to determine instructional and curricular needs of the total school program. Furthermore, follow-up data provide occupational information to potential area school students.

Follow-up studies are conducted a few months following graduation and again in five years. The data which are collected are analyzed at local and state levels. The follow-up is a part of a continuous evaluation program. The other parts of the Evaluation Service include a survey of student characteristics and enrollment reports. Through these reports, data are collected annually to determine attitudes, characteristics, and values of students enrolled in the area school program. These data should provide information which will enable the local counselor to evaluate his program and should also give direction to local and state level officials in program planning.

CONCLUSION

In conclusion, seven student personnel services have been defined. In performing these seven services, 12 functions have been assigned to the area student personnel specialist. In three of these functions, there are joint, or shared, responsibilities between the student personnel specialist and the area school staff. These are: (1) an organized orientation program; (2) collection and interpretation of information to help students know more about themselves and about the world of work; and (3) activities developed to assist area school students in moving from the area school to employment.

The term "supervise" precedes four of the functions in order to indicate that the student specialist, in most cases, would supervise the clerical personnel in performing these functions and evaluating these programs. These functions are: (1) an organized and systematic admissions program; (2) a student personnel record keeping system; (3) periodic follow-up studies of all students and of selected employers; and (4) financial aid.

There are five remaining functions which are performed primarily by the area school student personnel specialists. The guidelines for performing these functions however, are established with the total school staff. These functions are: (1) conducting an organized and systematic procedure for informing prospective students about area schools; (2) assisting students in choosing their most appropriate program of study; (3) assisting students in solving problems such as housing, finances, and health; (4) assisting students in making the greatest use of their potential; and (5) administering and interpreting test scores to all prospective students.

In summary, an effective program of student personnel services in area schools should become the instrument, or means, through which emphasis is maintained on the needs of the individual as he progresses from a potential worker to an employed and skilled worker.

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THE PREPARATION OF OCCUPATIONAL EDUCATION TEACHERS: THEIR UNDERSTANDING OF GUIDANCE SERVICES

by

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Director, Division of Vocational Technical Education

It was probably with some feeling of relief that you noted that my topic for this morning is solely concerned with the education of vocational teachers. I have a feeling that through the years some of you may have become "gun shy" of vocational educators. We have spent a fair share of our time complaining to you or about you in regard to your sins of omission and commission. For once you are going to hear a vocational educator who is not here to tell you how you are failing us but who, on the contrary, is greatly encouraged by the trends of the last few years toward acceptance and understanding of vocational education by guidance personnel.

I would not suggest that vocational education has achieved any universal acceptance or that all guidance people have developed an appreciation of its possibilities. There is still an incredible number of school administrators who consider our courses at best a necessary evil and probably a substantial number of guidance counselors who have serious reservations. But as our own defensive attitude--long nourished by the necessity for fighting to stay alive--has lessened, we have been able to concentrate more of our attention upon the development of cooperative working relations.

The establishment of our area vocational schools has provided a new and unusually fertile field for the growth of this cooperation. Not only have guidance people moved into the area schools, but through their close contacts with the guidance departments of each of the feeder schools a network of responsible guidance services is developing around each of these area centers.

It is now more important than ever that vocational teachers be made acutely aware of the function of guidance and counseling and its importance to their work. It is vital that each teacher understand and accept his role as a member of a team of administrators, teachers, and counselors, with the common goal of an optimal educational experience for each student, in line with the student's interests and abilities. There is no suggestion here that the teacher should attempt to assume the role of counselor or should in any way interfere with the proper functioning of the counselor's office. While our program includes much that is basic to vocational guidance and we encourage our teachers to take additional courses in the guidance department, our emphasis is upon the development of understandings rather than skills. A successful teacher may achieve his success largely because he possesses personal characteristics which make him a skillful leader or guide. But we would urge him to use this influence to complement the work of your office, not to compete with it.

I should probably add here that in vocational teacher education we are no starry eyed idealists. We know perfectly well that the very qualities which make it possible for a man to teach a trade may do little or nothing to make him a good leader of youth. A drive for perfection, impatience with unsuccessful effort, the generation gap--all are liabilities when working with adolescents. We know that the interpersonal conflicts that result in the classroom very frequently become headaches for the guidance department. The most careful screening of candidates cannot eliminate these problems. The best we can hope to do is to avoid the man with obvious personality problems and influence those we accept toward a recognition of their responsibilities.

Referring to the phrase which I used, "the work of your office," brings us sharply up against a serious problem which I believe we share with you. What is the work of your office? How do we interpret you to a beginning teacher in our program who, if he remembers you at all from his own high school days may have only the vaguest memory of your function? Are you a junior-grade psychiatrist? An analyst? An attendance officer? A shoulder to cry on? A public relations man? A part-time teacher? A fellow who passes out college bulletins or the one who has to bully John into getting a hair cut and Mary into lowering her hemline? You may be wearing any or all of these hats, plus a few more that the fertile brain of your administrator has designed for you. The natural complexity of your office, along with inadequate job definition in some schools, must be frustrating for you. Defining you to our new teachers is frustrating for us.

Since we T and I people probably take the most pragmatic approach to teacher preparation of anyone in the business, and since we work almost exclusively with adults who have already had experience with the realities of life, we make every effort to prepare our teachers for the realities of the teaching situation in which they will soon find themselves. You are one of those realities and they must understand that you occupy a tremendously flexible position. In a vocational school or in a comprehensive school with a vocational department, you are quite literally a force capable of making or breaking a program, not by any willful misuse of your office but by a failure of communication between you and the teacher.

Let's explore a few possibilities for this communication, with the responsibility resting on the teacher. How can he interpret his program to you in such a way that you can most effectively help him? He can start by radiating a sense of conviction that what he is doing is eminently worthwhile. Call it honest pride or self-delusion, if he feels it he can make you feel it. Like the Avis car rental agency, the vocational teacher has to try harder. He has to convince you that by any action of yours which influences a youth to enter his program you have not consigned that youth to some kind of lingering purgatory on earth where he will live out a half-life as a second class citizen, unfit to take his place with the successful graduate of the academic course of study. Far from that, you may instead be helping to assure him a happy well-adjusted life in a trade or technical area where he can not only make a living but can provide himself with the financial means to enjoy his leisure time. This is not meant to suggest brainwashing or a snow job on you. Any individual teacher may not be the best press agent for his teaching area, but the teachers as a group are your best source of information as to the nature of their trade areas and the particular human characteristics which contribute to success as a worker in that field. I like to suggest to beginning teachers that it is definitely to their advantage to make sure that the guidance department really understands what they are doing.

A second possibility for cooperation lies in the area of industrial visitation. The coordinator of a cooperative program is in an especially favorable position for advancing your vocational knowledge. If he can persuade you to accompany him on a few of his visits to his students' work stations, he can add immeasurably to your understanding. Seeing a boy or girl actually working, talking to his employer, observing the physical conditions which surround this particular occupation can not only give you insight into the problems of that student but can alert you to the possibilities or the drawbacks of this field for some future counselee who thinks he might like to try it. If any of you have been laughing quietly at the idea that you could ever find time to go chasing around the community visiting machine shops or gas stations, ask yourself if the investment of time might not be worthwhile.

A third area which needs serious consideration by the vocational teacher and which is closely affected by the guidance counselor's understanding of the trade is the matter of student assignment. For years you have heard complaints about your efforts in this direction. You have been accused of sending us only the rejects, the potential dropouts, the incipient delinquents--in short, all the problems that no one else wants to bother with. A great deal of fuzzy thinking has been done here and I believe that a redirection of this thinking is in order. First, our teachers need to honestly evaluate their concepts of the purposes of trade and industrial education. They need to accept the fact that they do not want potential doctors, lawyers, engineers, or scientists in their courses. They need to remind themselves that for the first time in the history of the organized school they have an opportunity to offer a curriculum taillored to fit the needs of that majority of youth whose needs have historically been ignored. They need to know enough of the history of education to realize that American education was designed to give basic training for the law, medicine, and the church, in spite of the obvious fact that only a tiny fraction of the population has had any interest in becoming ministers, lawyers, or doctors. Only in these few years of the twentieth century has any real effort been made to meet the needs of the mass of the people rather than of the elite few.

Having been exposed to the realities of our traditional approach to education, the vocational teacher needs to expand his knowledge of the realities of the existing job market. He should know for whom vocational education curricula should be designed. He should acknowledge the fact that approximately 15 per cent of our work force are engaged in professional pursuits, that about 25 per cent are in clerical and sales, that in New York State something over 40 per cent are classified as craftsmen and technicians and that slightly over 6 per cent are in full time agriculture. He should recognize that of those remaining who are unskilled the percentage is growing smaller each year. With this knowledge should come acceptance of the true role of occupational education--the provision of salable skills for every interested youth who is mentally and physically capable of accepting them.

Now this puts a new face on student selection and places new demands upon both the guidance department and the teachers. Just as only the few can profit by a preprofessional curriculum, only a few need the technical curriculum. A somewhat larger group can properly be encouraged to enter the highly skilled trades. And as we consider the progressively less intellectually demanding occupations the numbers will fluctuate with the make-up of the student body. So we see the need for a clear appraisal of each occupational area by both the teacher and the counselor. For whom is the course intended? Who will profit by it? Instead of competition for the same students, everyone must concentrate upon the development of methods of evaluation that will result in proper student placement; and the teacher should be prepared to accept the students whose needs can best be met by the curriculum which he has to offer.

Instead of complaining about the caliber of each new group coming into his classes, the teacher needs to concentrate upon the development of the cooperative understandings we have been discussing and then to accept his responsibility for educating the youth who are guided into his classes.

As an aside, too many teachers fail to realize that a very large amount of self-guidance or perhaps we should call it corridor-guidance occurs. In some cases it may acutally be superior to any guidance either you or the teacher could offer. It is a process of natural selection, in which the teacher's methods, his attitudes, and what he has to sell are dissected in corridor conversations and decisions are made by prospective students to seek or avoid certain courses even before you have a chance to counsel with them.

We have concentrated up to this point upon methods by which the vocational teacher may contribute to the effectiveness of your office as it relates to his work. I attempted to make it clear at the outset that we avoid any suggestion that our teachers should usurp any of the guidance function. However, I do believe that every teacher has a responsibility as a member of the guidance team. I realize that I am treading on rather thin ice at this point but I hope that in describing my concept of the teacher's role I can make it clear that we encourage only natural guidance activity (with avoidance of those areas in which only the trained counselor should function). In other words, what can the teacher do to help you help his students in the solution of their problems ?

Well, first of all, he can be alert to behavioral patterns which point to the need for expert help. His own instincts will guide him in the recognition of many of these problems and hopefully the work in psychology which he has or is taking in our basic program will help. He has to have enough understanding of adolescence to distinguish between those cases in which an uncompromising demand or a friendly word of advice will solve the problem and those indications of deep-seated difficulties that indicate a need for your help. Admittedly, neither the teacher nor you may be successful in attempting to help the student, but each must function with the limits of his own abilities and training. Many times a three-way counseling session including teacher, student, and counselor may be most productive. (Some in-service education along these lines, conducted by guidance personnel for vocational teachers might be in order.)

Further, the teacher can make an effective contribution in the area of preventive guidance by setting an example in his own behavior. His attitudes toward the trade he teaches. his self-control in difficult situations, his practical knowledge of the job market and his interpretation of what lies ahead for the graduates of his course, his sympathetic but firm handling of his personal relationships with the students, his management of both the physical and emotional atmosphere of the shop and classroom can all serve to lessen the potential problems which may reach your desk.

In addition, since the home is a source of informal but highly effective and frequently destructive guidance, the school is responsible for at least an effort to influence parental attitudes. The counselor may set up meetings; he may conduct conferences; but in many cases he can use all the help he can get from the teacher, particularly where parents have aspirations for the child that the child doesn't share. Parents may need reassurance about their child's future in any given occupation. They may need to be reminded that a vocational graduate can change his mind about his future. They may need more than a mere display of the facts--I.Q. scores, grade records, interest inventories. They may need to see and talk with a person who has already worked successfully in the trade and who can offer them the reassurance they require.

So our teacher needs to be a good public relations man. I know that you, as well as the teacher educator, frequently despair of attaining this goal with some teachers. But we are speaking here of the optimal situation, with full knowledge of the gap between theory and practice.

I have attempted to suggest this morning that the development of a good working relationship with the guidance department and a constant effort to develop his own abilities to recognize potential problems are two important activities for vocational teachers. Vocational guidance is a universal need; but the guidance of vocational students is a specialized occupation. It requires a great breadth of information and a depth of human understanding. Some of the students who can really profit from vocational education are the most difficult of all youth to counsel or guide. Cooperation between counselor and teacher will go far toward the solution of many of their problems.

Discussion Following Dr. McMahon's Presentation

Question: Why was the vocational guidance course dropped from the vocational teachers' curriculum?

Answer : Course hours were increased from 2 to 3. Therefore, some course titles had to be eliminated from the first 30 hours of provisional preparation. Vocational counseling course now in second 30 hour permanent block.

Question: What are the courses now being offered to the vocational teacher?

Answer : Such courses as educational methods, course organization, shop organization practice teaching and others relevant to the teachers' role.

Question: What are the present recruitment procedures and what lies ahead for future recruitment of qualified teachers?

Answer : There appears to be no serious problems in the recruitment of vocational teachers. Several areas throughout the State do have an over abundance of prospective teachers. However, other areas have a serious shortage.

Submitted by: Fred Champagne

CONFEREE ROSTER

Second Annual Conference
Occupational Education Guidance Personnel
Sheraton Inn Towne Motor Inn
Albany, New York
November 14 - 16, 1967

Stuart Agins - Plainview	(3)
Arnold Amell - Schenectady	(2)
Duane Ash - Ithaca	(1)
Raymond Barber - Centereach	(3)
Raymond Barstow - North Tonawanda	(2)
Robert Beebe - Plattsburgh	(1)
Glen Bernreuther - Olean	(2)
Donald Burch - Amsterdam	(2)
Donald Caldeira - Syracuse	(2)
Al Cannon - Newburgh	(2)
Richard Carlson - New Jersey	(7)
Anthony Casale - Batavia	(1)
Edward Chiampi - Riverhead	(1)
Clifford Cole - Auburn	(1)
William Crenson - Westchester	(1)
S. Harold Curtis - Watertown	(1)
James Davies - Lindenhurst	(1)
Daniel DeKimpe - Merrick	(3)
Joseph DeSantis - Jamestown	(3)
William Deyo - Albany	(2)
George DuBato - Nassau County	(1)
David Hill - Buffalo	(1)
Gerald Hopkins - Valhalla	(1)
Ray Ingalls - Fairport	(1)
Robert Johnson - Huntington	(1)
Robert Kenney - New Rochelle	(2)
Stanley Kolkowski - Olean	(1)
Thomas Loudon - Yonkers	(2)
George MacAndrews - Yorktown Heights	(1)
Merle Maxson - Canton	(1)
Donald Maxwell - Mohawk	(1)
James McCarthy - Liberty	(1)
John McGuire - Rochester	(2)
Ronald Miller - Mount Vernon	(2)
William Morrison - Elmira	(1)
Rexford Morse - Verona	(1)
Willard Morse - Wilton	(1)
Milton Myers - Albany	(1)
Garrett Nyweide - Binghamton	(1)
John O'Leary - Kingston	(1)
Julia O'Sullivan - Elmira	(2)
David Parsons - Medina	(1)
Elliott Peterson - Broadalbin	(1)
Louis Preston - Ithaca	(1)

David Pritchard - Washington, D. C.	(5)
John Randolph - Freeport	(3)
John Rebert - Pennsylvania Education Dept.	(6)
Robert Ruckdeschel - Rensselaer	(1)
John Russell - Rochester	(2)
Alex Sabo - Middletown	(1)
Cecilia Sarasohn - New York	(2)
Robert Schreiber - Poughkeepsie	(1)
John Scriber - Utica	(2)
Guy Silvernail - Homer	(1)
Sidney Silvers - New York	(2)
Charles Simpson - Patchogue	(1)
Warren Slocum - Plattsburgh SUNY	(4)
Ethel Smith - Horseheads	(1)
Jeanette Strongin - Mount Vernon	(2)
James Terrell - Brockport	(4)
Michael Valvo - Fredonia	(1)
Arthur Wells - Malone	(1)
Wayne Werner - Buffalo	(1)
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